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THE EVOLUTION OF THE CONNECTICUT STATE SCHOOL SYSTEM

WITH SPECIAL REFERENCE TO THE
EMERGENCE OF THE HIGH SCHOOL

BY

ORWIN BRADFORD GRIFFIN, PH.D.

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TO
OLGA, LAURA, AND BRADFORD

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O. B. G.

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THE EVOLUTION OF THE CONNECTICUT STATE SCHOOL SYSTEM

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INTRODUCTION

The public high school period in Connecticut education began with the fourth decade of the nineteenth century. Before that time legal enactments made mandatory or gave sanction to educational agencies which were the precursors of the high school. The actual establishment of the latter institution was in large measure conditioned by the natural and gradual evolution of the district schools into graded systems, here and there over the state, with the occasional and progressively more frequent inclusion in the curricula of studies for the older and more advanced pupils in the upper grades. The early-ordered Latin grammar schools, and the academical foundations which flourished from about 1789 on and which had reached the heyday of their career during the decade immediately preceding the emergence of the high school, contributed to the public high school elements of organization and of general aims.

Of the state's four grammar schools, that at Hartford, by reorganizing in 1828 along the lines of a New England academy, prolonged its lease of life and became the lineal forerunner of the first fully organized standard high school, the Hartford Classical and English High School, which opened on December 1, 1847. Because the Hartford Grammar School thus constitutes an important link in the emergence of the high school, its history has been given prominent attention in this account.

The effectual urge to the establishment of public high schools in Connecticut awaited the energy and eloquence of Henry Barnard, who in 1837 dedicated himself to the cause. In 1839 and 1840 the first fruits of the efforts of Barnard appeared in the shape of the abortive Wethersfield Society High School and, next,

of the institution called the Middletown City District High School. The high school era in Connecticut had begun, and the various communities of the state, one by one, each in its own peculiar fashion, as hereinafter set forth, now gave thought to provision of advanced instruction for their boys and girls who had completed the common school courses of study. The manner of the steady onward march of this higher order school idea to eventual triumph in the face of spirited and stubborn opposition in numerous towns of Connecticut constitutes one of the most arresting chapters in the history of American education.

CHAPTER I

CONNECTICUT SCHOOL LAWS, 1650 TO 1842, PREPARING THE WAY FOR THE HIGH SCHOOL

It appears that prior to 1650 no legal enactment relating to schools or to the education of children had been made either in Connecticut Colony or in New Haven Colony.¹ * The whole subject was dealt with at the discretion of the magistrates and the clergy. The practice of the colonists was first clothed with legal sanction in 1650, when the original Colony of Connecticut adopted "a body of laws," which one Mr. Ludlow had been delegated in 1646 to compile.² For his precedents Mr. Ludlow undoubtedly went to the Massachusetts laws of 1642 and 1647. A comparison of the two sets of enactments shows this. Under the title "Children" the Connecticut Code of 1650 set forth that

Forasmuch as the good education of children is of singular behoof and benefit to any commonwealth; and whereas many parents, and masters are too indulgent and negligent of their duty in that kind—

*It is therefore ordered by this court and the authority thereof, That the selectmen of every town in the several precincts and quarters where they dwell, shall have a vigilant eye over their brethren and neighbors, to see, first, that none of them shall suffer so much barbarism in any of their families, as not to endeavor to teach by themselves or others, their children and apprentices so much learning, as may enable them perfectly to read the English tongue, and knowledge of the capital laws, upon penalty of twenty shillings for each neglect therein; also, that all masters of families, do, once a week, at least catechise their children and servants, in the grounds and principles of religion, and if any be unable to do so much, that then, at the least, they procure such children or apprentices to learn some short orthodox catechism, without book, that they may be able to answer the questions that shall be propounded to them out of such catechisms by their parents or masters, or any of the selectmen, when they shall call them to a trial of what they have learned in this kind. . . .*³

A minimum of educational offerings was implied by the law. The ability to read, so essential to the Calvinistic faith, naturally was stressed. "Grounds and principles of religion" were to be

* Numbers refer to references in Appendix.

inculcated.⁴ Further, in the Connecticut Law of 1650, parents or masters were enjoined to breed and bring up the young under their care "in some honest lawful calling . . . if they will not nor cannot train them up in learning, to fit them for higher employments."⁵ Under the heading "Schools," the famous "ould deluder Satan" Massachusetts Law of 1647 was incorporated almost word for word in the Connecticut Code of 1650, as follows:

It being one chief project of that old deluder Satan, to keep men from the knowledge of the scriptures, as in former times, keeping them in an unknown tongue, so in these latter times, by persuading them from the use of tongues, so that at least, the true sense and meaning of the original might be clouded with false glosses of saint seeming deceivers; and that learning may not be buried in the grave of our forefathers, in church and commonwealth, the Lord assisting our endeavors:

It is therefore ordered by this court and authority thereof, That every township within this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town, to teach all such children, as shall resort to him, to write and read, whose wages shall be paid, either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those who order the prudentials of the town, shall appoint; provided, that those who send their children be not oppressed by paying more than they can have them taught for, in other towns.

And it is further ordered, That where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the masters thereof, being able to instruct youths, so far as they may be fitted for the university, and if any town neglect the performance hereof, above one year, then every such town shall pay five pounds per annum, till they shall perform this order.

This enactment, it will be noted, after directing the appointment of a writing and reading teacher in every township of fifty householders, further ordered in Connecticut towns of one hundred families or householders a school of a more advanced type: "they shall sett up a grammar schoole, the masters thereof, being able to instruct youths, so farr as they may bee fitted for the university."⁶

The revision of 1672 continued with but slight changes in phrasing the titles on "Children" and "Schools."⁷ Subsequent enactments revealed that the provisions of the laws relating to education were not being properly complied with. Fines and penalties increased. In 1677 it was laid down that "if any county town should neglect to keep a Latin school according

to order, there shall be paid a fine of seven pounds by the said county town to the next town in the county that will keep a Latin school in it.”⁸ This mulct was to be imposed annually until the law was obeyed.⁹ A statute of the following year required that every town of thirty families should “have and maintain a school for their children.”¹⁰ As evidence that earlier orders of the General Court were being but feebly, if at all, enforced, witness the statement of the 1690 enactment, that “there are many persons unable to read the English tongue, and thereby unable to read the Holy Word of God, and the good laws of this colony.”¹¹

In this same year of 1690 Connecticut took another step in the direction of higher school instruction. It was written into the records that

This court considering the necessary and great advantage of good literature, do order and appoint that there shall be two good free schools kept and maintained in this colony for the schooling of all such children as shall come there after they can distinctly read the psalter, to be taught reading, writing, arithmetic, the Latin and English languages—the one at Hartford and the other at New Haven—the masters whereof shall be chosen by the magistrates and ministers of the said counties, and shall be inspected and displaced by them if they see cause—each master is to receive sixty pounds, thirty pounds of which is to be paid out of the county treasury, and the other thirty out of the school revenue given by particular persons or to be given for this use so far as it will extend, and the rest to be paid by the respective towns of Hartford and New Haven.¹²

This law was the early ancestor of the important “School of a higher order” enactment of one hundred and eight years later.¹³

In 1700 the Colony revised all the previous legislation relating to education. The revision placed the common schools upon a foundation which was on the whole better than that which they had before occupied. Under the terms of this code, every town of seventy householders or upward was to be “constantly provided of a sufficient school master to teach children and youth to read and write; and every town having a less number of householders than seventy, shall yearly from year to year” have a similar teacher for six months.¹⁴ The clause dealing with more advanced instruction required

a grammar school set up in every head town, of the several counties . . . viz., in Hartford, New Haven, New London and Fairfield, and some discreet

person of good conversation, well instructed in the tongues, procured to keep such school.¹⁵

From 1708 to 1799 a series of statutes, culminating in the decentralizing acts of 1766 and 1798, laid down the lines of administration and supervision of schools. In 1708 the forty shillings upon the thousand pounds collected in each town was ordered paid not to the schoolmaster, but "to the committee for the school"; or, lacking such officials, to the selectmen.¹⁶ The provision of 1714 called for "the civil authority and selectmen in every town" to be constituted "visitors" with oversight of the schools, teachers, and pupils.¹⁷

A revision of the statutes in 1750 consolidated under the title "Schools" the enactments beginning with 1700. It was continued on the books, dating from 1717, that every society or parish containing seventy householders or families was obliged to keep one good and sufficient school in which reading and writing were to be taught at least eleven months every year, and every community of less than seventy families, a school for at least six months each year.¹⁸ "And also there shall be a Grammar School Set up, Kept, and constantly Maintained in every Head, or County Town of the several Counties that are, or shall be Made in this Colony: Which shall be steadily Kept by some Discreet Person, of good Conversation, and well Skilled in, and Acquainted with the Learned Languages; Especially Greek, and Latin."¹⁹ The towns and ecclesiastical societies were at the same time empowered to appoint committees for such schools, "to take Care, and see the same kept accordingly."²⁰

The precedent set by the legislation on schools in 1766, the sixth year of the reign of George the Third, was very important in its bearing on the development of the high school in Connecticut. By it the district system of administration was made possible in this state. The enactment reads:

*And be it further enacted by the Authority aforesaid, That each Town and Society shall have full Power and Authority to divide themselves into proper and necessary Districts for keeping their Schools, and to alter and regulate the same, from Time to Time, as they shall have Occasion, which Districts so made, shall draw their equal Proportion of said Monies, as well as all other public Monies, for the Support of Schools, belonging to such respective Town or Societies according to the List of each respective District therein.*²¹

The working out in practice of this statute was a powerful influence acting to check the establishment of schools of a grade higher than the common elementary district schools. The communities now charged with the maintaining of schools were too small to incur the expense incident to setting up and keeping a more advanced school for the few older pupils who would be in a position to take advantage of a high grade of instruction. This situation, having its origins in the legal sanction quoted above, lasted through to the early Federal period, and, indeed, then became more firmly intrenched as the recognized practice in the administration of the schools of Connecticut State.

A law of May, 1794, gave to the several school districts in this state the power and authority to tax themselves for the purpose of building and repairing a schoolhouse in every such district, and the power to choose a clerk, and to appoint a collector of taxes.²²

A move of immense importance for the future of public schools in Connecticut was made in 1795, when the General Assembly authorized a committee of eight individuals, of which John Treadwell was chairman, to sell the western reserved lands of Connecticut, and appropriate the avails of the sale as a perpetual fund. The interest of this fund was to be divided annually among the several "Societies constituted or which might be constituted by law within certain limits" in their capacity as school societies, according to the list of polls and rateable estates in each.²³ The annual dividend from this source became an important means of support for Connecticut schools.

By the same Act of 1795 "appropriating the Monies which shall arise on the Sale of the Western Lands, belonging to this State" the cause of education in Connecticut had in reality received a setback. The whole plan of supporting and administering the schools was radically changed. In the creation of "school societies" by this Act and in the further defining of their powers by enactments of 1798 and 1799, the school interest was dissevered from religious and from all other municipal interests. These school societies constituted a peculiar feature of the Connecticut school system, no similar organization for school purposes existing in any other state.²⁴ Until 1727 in Connecticut "the same persons in each town discussed and decided ecclesiastical and civil affairs indifferently," acting as a town or an eccle-

siastical society meeting.²⁵ School matters were arranged and agreed upon in unison. "In 1727 the general court passed an act which cut the tie that had so long bound town and church together."²⁶ The act for forming, ordering, and regulating societies, or parishes, as in force in 1729 empowered "the Settled, and Approved Inhabitants" in each respective parish or society made, or to be made, to choose officers, including a society clerk, who should "have the same Powers and Authorities as to the Business of the said Society, as the Town Clerks have in the Respective Towns."²⁷ The inhabitants of such ecclesiastical societies were given power "to grant and lay such Rates and Taxes on the Inhabitants of such Society and Others by law Rateable by such Society for the Raising such Sum or Sums of Money as may be needed for the Support of the Ministry, and School there. . . ."²⁸ The enactment legalized the division of any town or towns in the Colony into separate societies, each furnished with proper officers and empowered to support its own minister and a school.²⁹ The part of the town remaining after any parish was legally set off as a new society was known as the First Society.³⁰ The "school societies," as introduced by the Act of 1795, were, practically speaking, the old ecclesiastical societies, acting under a new title and dealing with the single item of "schooling." The ecclesiastical societies were expressly prohibited from dealing in their primary character with school affairs. The precise situation will be best realized by a perusal of sections five and six of the Act:

5. *Be it further enacted*, That all the inhabitants living within the limits of the located societies, who by law have, or may have a right to vote in town meetings, shall meet some time in the month of October annually, in the way and manner prescribed in the statute entitled, "An Act for Forming, Ordering, and Regulating Societies," and being so met shall exercise the powers given in, and by, said act, in organizing themselves, and in appointing the necessary officers as therein directed, for the year ensuing, and may transact any other business on the subject of schooling in general, and touching the monies hereby appropriated to their use in particular, according to law, and shall have power to adjourn from time to time as they shall think proper.

6. *Be it further enacted*, That the inhabitants or members of the several religious societies, churches, or congregations aforesaid, who have right by law to vote in their respective meetings on the subject of the ministry and the public worship of God, shall assemble themselves some time in the month of December annually, or at such other time as they shall judge

convenient, and may organize themselves and appoint the necessary officers as in said act is directed, all in the way and manner therein prescribed, with power to adjourn from time to time, as they may think proper, and in any of their said meetings they shall have power to transact any business relating to the ministry and the public worship of God according to law, but shall have no power to act on the subject of schooling, any law, usage, or custom to the contrary notwithstanding.³¹

The position of the school societies was strengthened by further enactments in 1798 and 1799. "The societies were made to correspond in territorial extent, nearly with existing religious societies, and were changed by division or otherwise, as changes were made in religious societies or parishes."³² In some instances the school society was coextensive with a town; sometimes it embraced part of a town; sometimes, parts of two or more towns. "In 1853, there were but thirty-one school societies having limits coextensive with the town."³³ This step, of transferring the care of schools to a specially constituted society, eventually led "to the desertion of the school meeting" and to widespread apathy on the subject of education. By the later statutes the committee of the school society was given charge of business affairs; a board of not more than nine overseers or visitors was ordered appointed to examine and approve teachers, inspect the schools, and make all regulations for their management.³⁴ In view of the fact that there were also district committees concerned with their individual schools within the societies, it is not surprising that frequently the school society, as such, found itself with not much inclination to interfere with the district schools. The new laws no longer fixed any time during which the school should be kept, or prescribed any studies which should be taught, or laid down the qualifications of teachers.

Significant of a new attitude evidently prevailing toward education in these early troublous days of the new Republic, the keeping of a grammar school in which Latin and Greek and other subjects preparatory to college would be taught in the head towns of the several counties was no longer enforced by law. Instead, a permissive policy with reference to education beyond the primary school was initiated. The statute as passed in May, 1798, and modified in May, 1799,³⁵ reads:

Be it further enacted, That any School Society shall have liberty, by a Vote of Two Thirds of the Inhabitants present in any legal Meeting, warned for that purpose, to institute a School of a higher order, for the

common benefit of the Society, the object of which shall be to perfect the Youth admitted therein in Reading and Penmanship, to instruct them in the rudiments of English Grammar, Composition, Arithmetic, and Geography, or, on particular desire in the Latin and Greek Languages; also in the first principles of Religion and morality, and in general to form them for usefulness in Society. And no Pupil shall be admitted into the said School except such as have passed through the ordinary course of instruction in the Common Schools, and shall have attained to such maturity in Years and understanding, as to be capable of improvement in said School, in the opinion of the Overseers, and shall by them, or any Three of them, be admitted therein; and if, at any time, it shall so happen, that more Pupils are admitted, than can be accommodated or instructed in said School together, they shall be instructed in such course and order as to give all an equal opportunity.³⁶

A close analysis of this enactment reveals a series of pertinent considerations. The point has already been alluded to that the providing of the more advanced kind of instruction was no longer compulsory; the society simply was at liberty to set up the kind of school contemplated in the statute, if it so desired. "A School of a higher order" is the phrase which now for the first time replaces the term "grammar school." That the institution thought of in the law of 1798 is a lineal descendant of the "two good free schools" of the statute of 1690 will be quickly realized on comparison of the two enactments.³⁷ It is clear that this "School of a higher order" not yet takes on the character of the later "high school," but it is an important link in the evolution. It resembles an intermediate department, but yet in its admission into the curriculum of the Latin and Greek languages, "on particular desire," it verges toward the secondary or high school. The statute makes quite clear that the course of study proposed was intended to fit into the educational scheme at the point where "the ordinary course of instruction in the Common Schools" left off. The more advanced curriculum was to include some of the studies of the primary department, but clearly a more intensive pursuit of them "to perfect the Youth." Teaching of "the first principles of Religion and morality" is still to be carefully provided for. This higher school is to be instituted "for the common benefit of the Society." In general, its aim is to form youth "for usefulness in Society." Not only will no pupil be admitted save such as has graduated from the common schools, but each pupil must also have "attained to such maturity in Years and understanding, as to be capable of improve-

ment" in this upper establishment. In short, a careful scrutiny of this Connecticut law of 1798, permitting and characterizing "a School of a higher order," reveals many germs of later developments in the American high school. So clear-cut and important a step does this enactment constitute in the evolution of the high school as a distinct institution that it might with perfect propriety be claimed that in reality here we have "the first American high school law," antedating by a generation the so-called Massachusetts high school law of 1827.

The situation in Connecticut in so far as legal sanction for public schools of a higher grade was concerned remained essentially unchanged in 1840. Under the revised code of 1841 the school societies were empowered, among other things, "to establish and maintain common schools of different grades," and "to make all lawful agreements and regulations for the useful education of all the children of the society."³⁸ Another section ordered that "whenever a common school of a higher grade, for the older and more advanced children of either sex, shall be established and maintained by any society, such school shall be subject to the management of the board of visitors, unless otherwise directed by the society."³⁹ In the same paragraph occurs the phrase "such high school." An important group of sections passed in 1841 dealt with union districts. These provided that any two or more adjoining school districts might "associate together and form a union district, with power to maintain a union school, to be kept for the benefit of the older and more advanced children of such united districts."⁴⁰ These regulations relating to union districts opened another avenue for the establishment of high schools.

Just at the dawn of the high school era in Connecticut ominous clouds closed in on the horizon. Reactionary legislation in 1842, under Governor Cleveland's administration, swept out of being the State Board of Commissioners of Common Schools; put an end, for a period of years, to the efforts of the staunch advocate, Henry Barnard; and struck off the statute books the provisions for the setting up of union schools, except in so far as union districts already formed under the previous act were concerned.⁴¹ Fortunately the new measures did not take away from school societies the power to establish a common school of a higher grade. When the school societies were abolished by the Act of

May, 1856,⁴² this power, among others, was transferred to the several towns.

The story has now been practically told of how, on the legal side, the way was prepared for the high school in Connecticut. The cardinal characteristics of the system have remained essentially unchanged to the present day. Because of the prominent part played by the academies in influencing the evolution of the high school in this State, reference should perhaps be made to one of the laws under which this earlier type of establishment operated. By an act of 1838 liberty was granted to any individuals in any town in the state "to associate for the purpose of establishing or maintaining an academy school" and, on complying with the terms of the act, to become "a body politic and corporate."⁴³ Following the account in the next chapter concerning the common school system of Connecticut from about 1790 to 1830, a view of these academies from 1830 to 1840 will be presented.

CHAPTER II

THE COMMON SCHOOL SYSTEM OF CONNECTICUT FROM 1790 TO 1830

In the early district schools of Connecticut the high school had its genesis. Hence, any account dealing historically with the evolution of the secondary school must necessarily begin with the primary establishments. The character of the Connecticut common school system from about 1790 to 1830 will be disclosed through a scrutiny of local provisions for schooling in two or three communities, several contemporaneous autobiographical sketches, and the general discussion which arose concerning the state's educational arrangements during this period.

The machinery created by law, especially as it related to the setting up of institutions of a more advanced type than those maintained to teach the rudiments, has been described in the previous chapter. One provision of the law of 1766, by which the towns and societies were empowered to divide themselves into school districts, was universally observed, with the result that the "district system" became firmly fastened upon Connecticut. Hartford, the capital city of the state, even to-day clings to the district system of school administration, with nine separate committees charged with the affairs of the various "district" schools.

The general scheme of administering the schools having been devised, some means for supporting them as a state-wide system was necessary. This was provided from the income of "the princely School Fund" arising from the sale of the Connecticut Western Reserve in 1795 for one million two hundred thousand dollars.¹ This sum, put on annual interest from the second of September, 1797,² paid the first dividend in 1799, the accumulated interest amounting to \$60,403.78.³ For the thirteen years following, the average annual interest was \$35,135.19.⁴ The dividend per pupil for each year from 1826 to 1829 was eighty-

five cents.⁵ By the State Constitution of 1818 this School Fund was consecrated as a perpetual fund,

the interest of which shall be inviolably appropriated to the support and encouragement of the public or common schools throughout the State, and for the equal benefit of all the people thereof . . . ; and no law shall ever be made authorizing said fund to be diverted to any other use than the encouragement and support of public or common schools among the several school societies, as justice and equity shall require.⁶

Other means of support were developed, but the many districts came to rely almost exclusively on the state bounty, adding little or nothing of their own resources.

One of the typical examples of local attention to the matter of schools in Connecticut is furnished by Harwinton. The town of Har-win-ton in Litchfield county came into existence in 1732 as a compromise in a land-ownership dispute between settlers from Hartford and Windsor, being named from Har(tford), Win(dsor), and (Farming)ton and incorporated in October, 1737.⁷ The determination of the inhabitants of the new town to educate their children was shown by the town votes under date of "20 January, 1741-2":

Uoted: that: wee will: have schooling sum part of the year.

Uoted that theire bee three: pence upon the pound Leued upon the Grand List in order to Maintain a School in the town. . . .⁸

Three men were at the same time named to "Be a Commity" to provide "a Sofisiant School master and mistress" for the following year.⁹ The "School for the Instructing the youth to Right and Read for two months" that year was voted to be "att the Dweling House of Jsrael Merimon."¹⁰ At the discretion of the "Commity" any money that was left over was to be expended "upon School Dames."¹¹ In 1745-1746 arrangements were completed for the erection of a schoolhouse.¹² Up to 1766 three schools were found adequate for the needs of the inhabitants.¹³ In 1776, under the recently enacted state law, the town was divided into ten districts.¹⁴ The population at the time of division was "between 800 and 1000 persons."¹⁵ Harwinton grew to a village with a population of 1718 souls in 1810,¹⁶ but had declined to about eleven hundred in 1855.¹⁷ The number of children returned in January, 1854, was 325.¹⁸ If the same proportion held true for the Harwinton of 1766, the enumeration

would be no more than 264 children of varying ages distributed in ten districts. A system of graded schools with provision of advanced instruction for the older pupils could not easily develop under such circumstances. This is but one specific instance of the fatal working out in practice of the Act of 1766, whereby "the school system of Connecticut, instead of embracing schools of different grades, was gradually narrowed down to a single district school, taught by one teacher in the summer, and a different teacher in the winter, for children of all ages, and in every variety of study, residing within certain territorial limits."¹⁹

The town records of Glastenbury, every year from 1700 to 1731, except 1705 and 1711 when there is no mention of a school, show that the usual provision for schooling was made in this community also.²⁰ In 1731 each ecclesiastical society became a distinct and independent school society, Glastenbury or First School Society and Eastbury or Second Society.²¹ From 1732 to 1796 the school votes of the Glastenbury society are written into the records of the parish.²² Here again continuous care for education is noted. The only break is in 1769; the record for 1770 is omitted, but under 1771 the entry is "schools as last year."²³ Schools were kept all the year round, at first in someone's dwelling. In 1745, the entry is, "voted to build three schoolhouses."²⁴ The first significant act of the Glastenbury society after the Federal period was initiated came in 1781 when the first society constituted itself six school districts and directed the maintaining of a school for at least four months yearly in each district.²⁵ Under the terms of the law of 1795 the School Society of Glastenbury became the proper agency for carrying on the schools. In 1796 the society was supporting seven schoolhouses.²⁶ In 1801-1802 one hundred eight pounds sterling were expended for schools; the amount that the public money did not supply being raised by a tax on all the inhabitants.²⁷ The eighth district, Nayaug, was established in 1808.²⁸ Twenty dollars outside the public money derived either from town or state in 1817 was voted to schools.²⁹ A full meeting of the board of visitors in 1820

Voted unanimously: that the several instructors of the District Schools in this Society, be directed to instruct the children in their respective schools, in the rudiments of literature, religion, morals, and manners;

particularly in a knowledge of spelling, reading, and writing, and they are directed not to instruct the children in Arithmetic, Grammar and Geography during regular school hours.³⁰

The explanation of the negative part of this measure is that it was intended to raise the standard of instruction "by compelling children to attend the High School or Academy."³¹ The implication was that arithmetic, grammar, and geography were rated as "high school" studies. Contrary to the aim of the board this vote seems to have had the opposite effect of lowering the standard "as similar efforts always will."³² One of the powers of school societies was "to provide a hearse and pall for the burial of the dead, and to procure and hold lands for burying grounds, and to make regulations to fence the same, and to preserve the monuments erected therein. . . ." ³³ Hence it was that the Glastenbury society record for 1823 relates to establishment of a burying ground at the Church, covering half an acre purchased at fifty dollars, while in 1828 the same volume notes a "High School at North Glastenbury established."³⁴ No evidence has been discovered to indicate that this "High School" at North Glastenbury was an institution organized even remotely along the lines of the bona fide high school of later days. If such evidence should be found in the case of this "high school" at North Glastenbury or of the second building in the Bridgeport district erected "about the year 1826," ³⁵ these two institutions might vie with each other for the distinction of being the first public high school in Connecticut. It is not unlikely, however, that the idea of the proper subjects for high school study as implied in the 1820 vote of the Glastenbury board of visitors continued to prevail in that community eight years later. The Bridgeport building, a wooden one three stories high replacing the octagonal-shaped, brick, first school in the Bridgeport district, was, to be sure, "dignified with the name of the 'High-School house,'" but was "really 'high' only in the eminence of the structure."³⁶ For lack of other confirmatory evidence of their exact nature, these two candidates for first place will have to be disqualified. Just what the evidence reveals in the case of this "Bridgeport High School" is fully presented in Chapter VI. In this connection it is interesting to note that the earliest discovered case of the use of the term "high school" in the official title of any school, whether public or private, is that of the "East

Hartford High School," the management of which announced in the *Connecticut Courant* of August 19, 1828, its *continuance* under Mr. Salmon Phelps.³⁷

Under the head of "Academies," writing of efforts made in Glastenbury, to establish "Schools of a higher order," the historian refers to "the old Academy on the Green," founded in 1792 and flourishing in the opening years of the nineteenth century, as one of the best in the state.³⁸ Another institution of the same sort was later set up in South Glastenbury.³⁹ What must have been one of the oldest of school papers was the semi-monthly *Tyro's Casket* published by the pupils of this South Academy.⁴⁰ Among the teachers in this Glastenbury school were the illustrious Noah Webster, and "the learned blacksmith," Elihu Burritt.⁴¹ No mention is made of the North Glastenbury High School noted above.

The second or Eastbury school society of this town had a long and meritorious record in providing education. In 1778 four districts kept schools, the South, Middle South, North, and East,⁴² making a total of ten, later eleven, districts in the whole town. The number of children over four years of age and under sixteen, as of August, 1838, was 930 in eighteen districts, with an average attendance of thirty-eight pupils in each district.⁴³ The average was probably not much different in 1830. The establishment of a graded school, let alone a special school of a higher order, in any single district would certainly present a problem difficult of solution.

The examples of these three societies, Harwinton, Glastenbury, and Eastbury, serve to illustrate a condition which obtained everywhere in Connecticut. The universal adoption of the district system rendered practically impossible the gradation of schools and the institution of common public high schools. A saving feature of the situation was that the society itself had the power "to establish and maintain common schools of different grades." ⁴⁴

Several contemporaneous autobiographical accounts describe the inner workings of the Connecticut common school of 1830 and earlier. None gives any hint of instruction furnished in the higher branches during the last ten years of the eighteenth and the first three decades of the nineteenth century.

In a letter to Honorable Henry Barnard, Reverend Heman

Humphrey, D.D., president of Amherst College, sketched a general picture of schools dating from 1790 to 1800.

Our school books were the Bible, Webster's Spelling Book (third part mainly), one or two others were found in some schools for the reading classes—grammar was hardly taught at all in any of them, and that little was confined almost entirely to committing to memory and reciting the rules. Parsing was one of the occult sciences in my day; we had some few lessons in geography by questions and answers, but no maps, no globes, and as for blackboards, such a thing was not thought of till long after. Children's reading and picture-books we had none, the fables in Webster's Spelling Book came nearest to it. Arithmetic was hardly taught at all in the day schools; as a substitute, there were some evening schools in most of the districts. Spelling was one of the daily exercises in all of the classes.⁴⁵

S. G. Goodrich, better known as "Peter Parley," the prolific writer of children's schoolbooks, has described a Ridgefield, Connecticut, school of 1803 to 1806. In it these texts were used:

The catechism, which was probably the New England Primer, and Webster's Spelling Book, The Bible, and Daboll's Arithmetic (which held its place in the schools for nearly thirty-five years), Webster's Grammar, which even the master did not understand, and Dwight's Geography, which had neither maps nor illustrations, and was merely an expanded table of contents of Morse's Universal Geography.⁴⁵

The testimony of William Woodbridge and of Mrs. Emma Willard corroborates these statements.⁴⁵

"A common school teacher," writing in 1831 a "History of a Common School," delineates the district school "in the village of B—, in Connecticut," which he had been called upon to superintend a decade before.⁴⁶ "The school was large, and the pupils rather ungovernable; though perhaps not more so than is usually the case with large schools in our thickly settled villages. . . . When I took charge . . . the pupils were not all collected until an hour after it was opened in the morning . . . there were fifteen scholars under five years of age. The greater part were under four, and several only about three. . . . The parents insisted upon sending them. . . . In the school district of B—the inhabitants tax themselves to an amount nearly as great as they receive from the school fund. There are few districts in Connecticut that do this. . . . the Pestalozzian system of instruction has been adopted by the greater part of the teachers. The pupils have not been studying mere words, without receiv-

ing any ideas—nor have they been merely *receiving* those ideas in a passive manner. Nor has memory alone been cultivated to the neglect of the other faculties.”⁴⁷ Educational conditions in this particular “village of B—” are described as being better than the average. The historian of the school succeeded in bringing about a fair degree of punctuality on the part of the pupils, so that “the pupils were nearly all present when the school was opened. A few were from a quarter to half an hour later. Seldom, however, were they an hour or an hour and a half too late, *as is common in many schools.*”⁴⁸ Through the efforts of parents and visitors all necessary books and implements were supplied the children.⁴⁹ Teachers’ wages in B— were sometimes twice as great as those of instructors in neighboring schools of similar size: the women commonly received from one dollar and a half to two dollars a week besides board; while one man was paid twenty-three dollars a month in addition to board and an excellent room.⁵⁰ One powerful factor in maintaining a high level of instruction in this exceptional Connecticut village was the careful attention which was paid to ascertaining the qualifications of candidates for teacher. Every teacher “is obliged to undergo a thorough and extensive examination. I have seen teachers rejected who had taught the best schools in some of the adjoining towns. Even if a teacher has been examined in the town several times, he is not permitted to teach until he has undergone another examination. I have taught there *seven seasons*, and have been regularly examined in every instance but one.”⁵¹

Another “Teacher” contributed a “History of a Common School, from 1801 to 1831.”⁵² Far from providing any instruction in “the higher branches,” the curriculum of this school allowed “no studies . . . but spelling, reading, and writing. Arithmetic was taught by a few instructors, one or two evenings a week. But *in spite of a most determined opposition*, arithmetic is now permitted in the day school, and a few pupils study geography.”⁵³ Throughout the whole period of thirty years the principal texts remained Webster’s *Spelling Book*, the *American Preceptor*, and the *New Testament*. For a reading book prior to the appearance of the *American Preceptor*, Dwight’s *Geography* was employed. About 1819 “a few of the *Introduction to the American Orator* were introduced . . . and more recently,

Jack Halyard."⁵⁴ The rule followed involved frequent changes of teachers. "A strong prejudice has always existed against employing the same instructor more than once or twice in the same district." The writer had not been able to ascertain the exact number of different teachers who had been engaged in this school during the thirty years, 1801 to 1831, but his distinct personal recollection accounted for *thirty-seven*, many of whom, both males and females, were from sixteen to eighteen years of age, only a few being over twenty-one.⁵⁵ Favoritism and nepotism prevailed in the selection of teachers.⁵⁶ Men teachers' compensation ranged from seven to eleven dollars a month; from sixty-two and a half cents to a dollar a week sufficed for the women.⁵⁷ During the last decade of the period under consideration, however, salaries looked up a bit, so that men were rarely paid less than nine dollars a month or women less than seventy-five cents a week.⁵⁸ Parental indifference to school affairs was marked.⁵⁹

This school, from 1801 to 1821, was declared to be "equal, if not superior, to the average of the schools in that part of the country," but within the decade 1821 to 1831 it fell below mediocrity, "although it is still one of the best, in the particular school society to which it belongs."⁶⁰ The anonymous contributor, turning to the question of financial support, voices an opinion which other friends of education were expressing at about the same time, that is, that the effect of the public school fund had been "to diminish the value set upon education, and to increase the reluctance of the people to pay for the improvement of their children."⁶¹ At least half the teacher's wages in this district school was supplied by a tax upon the people proportional to the number of pupils sent by each, while for the ten years before 1831, about nine-tenths of the expense was met from the public fund.⁶²

The discussion of the condition of education in Connecticut seems to have been effectively touched off by an act of the General Assembly passed October, 1793, and entitled, "An Act for Establishing a Fund for the Support of the Gospel Ministry and Schools of Education." By this the avails of the Western Reserve sale were to be divided between support of "ministers or preachers of the gospel and schools of education."⁶³ The general dissatisfaction with this measure quickly expressed in town

meetings and newspapers was reflected in the debates in both houses of the legislature culminating in the enactment of 1795, repealing the previous act, and setting up the avails as the School Fund, already referred to.

A writer signing himself "Cimon" in the *American Mercury* of April 14, 1794, advocated the appropriation of the lands to the support of schools. To uphold his arguments he outlined the condition of the common schools:

In a few towns there is a free school, which is always so crowded, as to be of no advantage to the children who attend it. In some towns there is one school kept by a man through the year; and in the other, several districts in the same towns, there is, commonly, a school kept through the winter. It is, most generally, kept by a person, who has, in his childhood, learned to spell, to read, and to cypher; and from that time, has spent his years in the manual employment of summer and winter. When he has arrived at the age of nineteen, with his head well stocked with ignorance, and himself too lazy to sled wood, or dress flax in winter, he gladly makes the exchange, and enters the school house for the winter months, and keeps school; and, for his services, receives the *public money*, which is distributed to the district in which he lives, and consequently, there is a *nominal school* kept for four months in the year, without putting the proprietors to any expense. During the summer months, while *these instructors are hoving corn and digging potatoes*, their place is supplied, and usually made good, by a female, who is the pillar on which the education of our children is supported, for six months in the year.⁶⁴

With the income of the Fund available in 1799 and the towns no longer charged with the responsibility for maintaining schools and the obligation of raising money by tax no longer enforced, the stage was set for the decline of the common schools or, at least, for their continuance *in statu quo*, as described above. The custom soon became to keep schools just long enough to use up the money from state and society funds.⁶⁵

As early as May, 1799, in Middlesex county an "Association for the Improvement of Common Schools" was formed, the president of which was the Reverend William Woodbridge, then instructor of a female school in Middletown.⁶⁶ In its first circular, issued during the same month, the objects were set forth: ". . . to promote a systematic course of school education, to secure the inculcation of moral and religious principles in the schools, and to endeavor to elevate the character and qualifications of teachers."⁶⁷

Nothing further seems to have been done of far-reaching consequence until 1822. There is no evidence to suggest that the public schools maintained taught a single higher branch. In his annual message to the General Assembly in 1822 Governor Wolcott uttered some significant statements dealing with education: ". . . the efficiency of our system of education will always depend upon the capacity and skill of the instructors who are from time to time employed in the primary schools. It was never intended that the contributions from the school fund should be a full substitute for those which the districts may raise by taxing their members. . . . provision is made in our system for instituting schools of a higher order than those which may be established by the districts. These are precious institutions, well adapted to encourage the higher advances in science."⁶⁸ This is the first time the phrase "schools of a higher order" has been found in print outside the section of the law itself permitting the establishment of such institutions.

A revival of interest in the schools now found expression. The *North American Review* of April, 1823, carried an article commenting on the report of the commissioner of the School Fund, submitted May, 1822.⁶⁹ The writer deplored the situation whereby there was not now "any obligation on the school societies or districts to support schools any longer, than the public money affords the requisite aliment."⁷⁰ While not wishing to be understood to disapprove of legislative aid to common schools, the contributor evidently was of the opinion that such aid should be regulated in such fashion as to produce its full and proper effect. He would, without taking from the common schools of Connecticut anything which they then enjoyed,

apply a portion of the additional income, which will soon be realized, to the encouragement of the higher branches of education. Nothing which could be done would, more directly than this, benefit the common schools themselves. Let a superior school, intermediate between the common schools and the university, be maintained in each county of the State, where all of those, who aspire to teach in common schools, may be themselves thoroughly instructed. Such a measure would give new vigor to the whole system of education. . . . The teachers . . . have now very seldom any other preparation, than they receive in the very school, where they afterwards instruct. . . . If this, however, cannot be done and the whole income of the school fund must be appropriated directly to common schools, we see no reason why teachers in these schools should not

be obliged to qualify themselves for their employment, in such higher schools or academies as now exist."⁷¹

This suggestion was quite clearly for the establishment of the "superior school" as a teacher-training institution and only one in each county. It appears rather a move toward the opening of normal schools instead of "high schools." The law under which a higher school might be set up is alluded to, but this statute is declared to be "wholly inoperative."⁷² "We have, indeed, heard," the paragraph continues, "that in one town a vote of two-thirds of the inhabitants was obtained for the institution of such a school; and the same thing may have happened in a few other towns, but can not learn, that there is at present [1823] in Connecticut a single school instituted in the manner contemplated by this law."⁷³

Governor Wolcott in opening the General Assembly, May session, 1825, reverted to the subject of education in Connecticut.⁷⁴ He declared that "the schools at present established in our cities and villages, including the select schools of the opulent, are insufficient for the proper education of all the children, and those of the poor and improvident, are in greatest danger of being neglected."⁷⁵ To improve the situation he recommended the general adoption of the monitorial, or Lancasterian system, as in effect in the highly successful school of Mr. Lovell of New Haven and in the New York public schools.⁷⁶ This passage also occurs in his address:

Between our common schools, and an academic education in our colleges, our laws recognize an intermediate grade of a "higher order," which each of the school societies are authorized to establish by a vote of two-thirds of the inhabitants present in a legal meeting warned for that purpose. One such school was formerly required to be established in each county town; but this grade has been in a great measure, if not wholly, superseded in practice by academies and other voluntary associations, some of which have been incorporated by law; that they have been highly advantageous and profitable to the State is well known, and I think that they merit every public encouragement which can be afforded.⁷⁷

In 1826 a committee of the House of Representatives presented a report on the common schools.⁷⁸ In the opinion of the committee the inefficiency of the system had come about chiefly from neglect on the part of the state to supervise.⁷⁹ With a view to invigorating and improving the institutions of learning, the committee recommended

the appointment of a superintendent of common schools, whose duty it shall be to recommend suitable books to the adoption of school visitors, and such modes of instruction and government as he may deem most expedient; and from the reports of the several school societies, to prepare and present to the Legislature, annually, a report, so far as he may obtain information, showing the actual condition of every common school in the State, together with his proceedings for the year.⁸⁰

While this document does not specifically mention schools of the higher order, one clause does state the committee's belief, "that the course of instruction may be considerably extended without interfering with the branches usually taught—that the elements of geography and history might advantageously precede the more difficult branches of English grammar and arithmetic, and the principles of mensuration, with some of their more practical applications, while they encroached not on the rudiments, would serve to diversify the intellectual pursuits of the young, and fit them for more extensive usefulness."⁸¹

Samuel Green's *Annual Connecticut Register and United States Calendar* for the political year 1827-1828 notes the officers and executive managers of a *Society for the Improvement of Common Schools* formed in Hartford. His Honor, John S. Peters, was president; Reverend Thomas Robbins, Seth P. Beers, Esquire, Hon. David Daggett, and Hon. Roger M. Sherman were the vice-presidents; while the managers included the Reverend Messrs. Thomas H. Gallaudet, Joel Hawes, N. S. Wheaton, Dr. Thomas Hubbard, John Hall, Jacob B. Gurley, Elizah Garfield, Hawley Olmstead, and Timothy Pitkin, Esquires, and Professor C. A. Goodrich.⁸² This society, according to Barnard, "was one of the earliest, if not the first society of the kind established to advance this department of popular education in this country."⁸³ The society instituted a statewide inquiry and laid its admirable report before the 1828 legislature.⁸⁴ Governor Tomlinson in 1828 proposed for the consideration of the Assembly a more careful supervision of the schools.⁸⁵ The *Joint Committee on Common Schools* brought in a Bill for a public act, creating an office of Superintendent of Common Schools and calling for semi-annual reports from school visitors.⁸⁶ The consequent discussion and debates in the legislature aroused further interest in the cause.

So the campaign went on apace, leading to further improve-

ments in the common school system of Connecticut. First attention was evidently needed to the lower grade of schools, and the public institutions of "a higher order" received but passing mention, as for instance in the messages of Governor Oliver Wolcott for 1822 and 1825 and in the *North American Review* article of April, 1823.⁸⁷ All this preliminary work was requisite to clear the way for the adoption under public auspices of higher grades of instruction. The *Report of the Committee of the Society for the Improvement of Common Schools in Connecticut*, 1828, gives in concise and comprehensive form the outline of the system as then existing. An extra number of the *Reporter and Journal of Education*, issued April 1, 1832, is probably the most valuable single source document on this subject to be found in print. It gives the gist of the 1828 *Report*, referred to above, prepared from a manuscript copy; of a report of a committee of the school convention held in Hartford in May, 1831; and of several other documents.⁸⁸ Its statements coincide with the evidence from other sources quoted above.

The tenor of the law granting permission to each society to institute within its limits a school of higher order is given. "This appertains to no district, but its privileges are common to the whole society."⁸⁹ The second article in the *Reporter* for April 1, 1832, presents a detailed view of the internal workings of the common schools, including hours of instruction, subjects taught, school books, and methods of instruction. Regarding the extension upward to more advanced studies the statement reads:

Geography and Grammar have within a few years been introduced very extensively, but in many places not without great opposition. Even Arithmetic, until within a few years, was excluded from many schools during the day, and only permitted to be taught in the evening schools. Grammar, and Geography were opposed, but with less violence; and it is worthy of remark that an additional higher branch can now be introduced into a school with far less difficulty than formerly.⁹⁰

It was stated that arithmetic was admitted into the curriculum more reluctantly than any other branch.⁹¹ The article goes on to indicate that

in some of the large towns, or at least in their *central* schools, Composition, History, Rhetoric, and in a few instances, Natural Philosophy, Chemistry, Surveying, Book-Keeping and Elocution are taught.⁹²

These passages indicate very clearly the lines along which the schools of a higher order developed and under what unfavorable conditions. A characteristic feature in the process of the emergence of public town high schools was the prior institution of high school courses of study for the more advanced pupils of the "Center District" or "District No. 1." The second of these quotations demonstrates that by 1830 in Connecticut the public provision of advanced instruction for the older pupils was extremely slender, to say the least.

What the school societies failed to provide through the common district schools, a goodly number of private and quasi-public select schools, seminaries, academies, and similar institutions throughout the state arose to offer. A cross-section view of educational establishments of this sort which were supplying high school instruction in Connecticut during the decade, 1830-1840 is given in the following chapter, but some idea should here be presented of the interrelation during the period up to 1830 of the common schools and those dispensing instruction of a higher order. "One such school," said Governor Wolcott in 1825, "was formerly required to be established in each county town; but this grade has been in a great measure, if not wholly, superseded in practice by academies and other voluntary associations, some of which have been incorporated by law: that they have been highly advantageous and profitable to the State is well known, and I think that they merit every public encouragement which can be afforded."⁹³ That no tangible statewide assistance had been extended to them appears from a reference in the Report of the common schools committee in 1826: "The academies of this State have never been cheered with a solitary gleam of legislative bounty, and seem to be wholly excluded from the pale of legislative sympathies; yet many of them have flourished."⁹⁴

The two most venerable of all the educational establishments in the state are the Hopkins Grammar Schools: one at New Haven, founded about 1660; the other at Hartford, dating from 1638.⁹⁵ The Hartford Grammar School, as being the direct lineal forebear of the Hartford Public High School, the first duly constituted institution of this kind in the state, will be discussed at length in Chapter IV. The Hopkins Grammar School of New Haven is still in active existence, but is carried

on quite apart from any connection with the public school system of that city. These foundations served as two of the county grammar schools called for by the revised code of 1700. New London and Fairfield had grammar schools at early dates. In Fairfield the Staples' Free School was founded in 1781 through a legacy left by Samuel Staples.⁹⁶ This has lasted down to the present day and serves the children of Westport as the "Staples High School."⁹⁷

The only academy listed in Green's issues of the *Almanack and Register* for 1801, 1802, and 1803 was the Cheshire Episcopal Academy.⁹⁸ The *Registers* for 1807, 1808, 1809, 1810, 1811, 1813, 1814, 1816, 1817, 1819, 1820, 1821, 1823, and 1824, carry in addition a brief notice of Bacon Academy in Colchester. The Cheshire institution was actually completed in 1796.⁹⁹ The subjects which the principal was required to teach or have taught were "The English language, Philosophy, Mathematics, and every science usually taught at colleges; likewise the dead languages, such as Greek and Latin, and then French was to be taught whenever the funds became sufficient."¹⁰⁰ Bacon Academy took its place early as among the best in the state. The story of its founder, Pierpont Bacon, and of its founding is a fascinating one which space will not permit relating. In his will Mr. Bacon directed that it should be a school "for the instruction of Youth in Reading, and writing English, in Arithmetic, Mathimaticks, and the languages; or such other branches of Learning as said Inhabitants shall direct."¹⁰¹ The school was free to all inhabitants of the society and open to others on easy terms.¹⁰² The original endowment of \$35,000 has been reduced to \$25,000 to-day. Bacon Academy is now the approved four-year secondary school for the people of Colchester.¹⁰³ Later editions of the *Register* name several of the more important academies, but do not furnish a complete catalogue.

These schools in which studies of the higher order were taught bore the burden of instruction of that type in Connecticut well into the 1830 to 1840 period. Thirty-three academical establishments were incorporated by the legislature between 1801 and 1840. They served to supplement the common school system as it was in 1830, after the fashion described in the following chapter.

CHAPTER III

CONNECTICUT ACADEMICAL SCHOOLS, 1830 TO 1840

There was in Connecticut before 1830 no establishment which was rated as a "public high school." That there was a demand for education of a higher order than that furnished by the common schools, however, is evidenced by the existence between 1830 and 1840 of a goodly number of private-venture institutions which offered subjects of instruction of the high school grade. Prospectuses of these non-public educational enterprises frequently appeared in the columns of the newspapers of the period. A characteristic general feature emphasized was the fluid nature of the schemes of study for which provision would be made according to the wishes and needs of the group of pupils which happened to be in attendance during any particular term. No definite or fixed high school course of study had as yet been laid down, although in the case of preparing students for college the same general course would naturally be followed by each of these institutions.

In an account of educational systems and institutions about 1830 there are listed for Connecticut under the head of "academies and high schools" the following:¹ Bacon academy at Colchester, incorporated in 1802; Plainfield academy; Hartford female seminary; the Hartford grammar school on the Hopkins foundation, which received its instrument of incorporation in 1798,² although it had been in continuous existence for many years; Norwich female academy; New Haven young ladies' institute; Litchfield female academy; Goshen academy; the Lancasterian school, New Haven, under the charge of Mr. John E. Lovell; Franklin institute, New Haven; Collegiate institute, New Haven; Episcopal academy, Cheshire; Tolland academy, incorporated in 1829; and the Ellington school. The city of New Haven alone was so well supplied with educational agencies that one writer went so far as to state that "it is believed that there is no place in the United States, where greater facilities are

offered, for acquiring in every respect, a literary education than there is in New Haven.”³ In addition to Yale College and the Medical College, there are mentioned “one New Haven Gymnasium, one Young Ladies Institute, one Boarding school for Boys under ten years of age, one Practical Mathematical Seminary, one Private and select Institute for Young Ladies, one Lancasterian school for Boys, one Lancasterian school for Girls, three High schools, seven Young Ladies Boarding Schools, and the *Franklin Institution*.”⁴ New Haven in 1830 had a population of 10,678.⁵ A more detailed account of some of the institutions listed above and of a few others which supplied high school education in Connecticut from 1830 to 1840 follows. These establishments typified a flourishing fashion of schooling.

THE ELLINGTON SCHOOL

The school situated at Ellington, about fifteen miles northeast from Hartford, appears to have borne a good reputation. Its announcement of January 19, 1830,⁶ indicates that the establishment was designed solely “for young men and lads,”⁷ who were to be taught the “various branches of an English, or classical education.”⁸ An interesting quantitative statement relating to the amount of instruction offered is made. It is said that the amount is “at least one third more than at common academies and schools.”⁹ The Ellington School was a boarding school with all the pupils dwelling together in the same building, constituting, as it were, but a single family.¹⁰ The school was in session all the year around with the exception of three weeks in the spring and four weeks in the autumn.¹¹ Pupils might be admitted at any period of a term, although when so admitted they were expected to remain to the end of that term.¹² This arrangement furnishes one explanation of the absence of an organized course of instruction. A fee of \$150 a year for “care, tuition, board, washing, bedstead, fuel, and lights” was charged.¹³

The names of nearly thirty prominent Connecticut men who would vouch for the high character of the school accompany the 1830 announcement of this institution. Among them are Reverend Thomas H. Gallaudet, who was one of the outstanding leaders in practically every educational movement of the period,

and President Day and Professors Silliman, Kingsley, Goodrich, and Olmsted of Yale College.¹⁴

In 1833 this feeder of Yale received a renewal of the recommendation, signed by President Day and Professors Silliman, Kingsley, and Goodrich.¹⁵ Following the Yale letter is a statement subscribed to by T. H. Gallaudet: "In the opinion expressed above, I cheerfully concur."¹⁶

The principals of the Ellington School in 1830 were J. Hall and L. Wright.¹⁷ In 1833 J. Hall was in sole charge.¹⁸ This school is one of the first noted which was referred to specifically as a high school. Features of this school were undoubtedly carried over to and incorporated in the organization of Worthington Academy in Berlin. When the latter school was opened on Monday, November 4, 1833, it was under the instruction of "Mr. Junius Hall, a graduate of Yale College, who was for several months successfully employed in teaching in the United States Navy, and, more recently, in the High School, in Ellington, Conn."¹⁹ On March 31, 1834, a notice appeared in the *Connecticut Courant* to the effect that in the latter part of April a school for young ladies, under the care of a female teacher, would be opened at Ellington. The charge for tuition in common English studies was set at four dollars for fifteen weeks, and "\$4.50 if Latin and the higher Mathematics are taught." The notice was dated at Ellington and signed by "J. Hall."²⁰ Two weeks later attention of the public was called to Mr. Noah B. Clark, the new principal of Worthington Academy, "a graduate of Yale College, where he sustained a high reputation, as a diligent and successful scholar" and who, "previously to taking charge . . . was for some time successfully employed in teaching in the High School, in Ellington."²¹

Fairly regular items referring to the Ellington School indicate its continued existence throughout the period under discussion. As late as 1842 Dr. Barnard published an extract from a communication by R. S. Rust, principal of the "Ellington High School,"²² setting forth that in the year which had just passed the school had instructed a class of thirty students "who were preparing themselves to teach, and have since been engaged as teachers, in the common schools of this State."²³ Special attention was paid "to the best methods of teaching arithmetic, spelling, reading, and English grammar."²⁴ Thus, at the end of the

decade the Ellington School, besides giving instruction preparatory to college entrance, was also acting in the capacity of a teacher-training institution for Connecticut common schools.

EAST WINDSOR ACADEMY

As early as 1806 an item in a Hartford newspaper referred to the reopening of "the Academic School in East-Windsor" under the care of Mr. Nathaniel G. Huntington.²⁵ It is thought that this is the same institution mentioned on March 2, 1830,²⁶ although the connection has not actually been traced. The East Windsor Academy opened on the later date with a Mr. Waldo in charge, it being his second term with the establishment.²⁷ It is interesting to notice that Mr. Waldo, who was a graduate of Amherst College,²⁸ had been before going to East Windsor "a Teacher in the High School in the city of New-York."²⁹ The usual subjects of study were offered at this academy. The statement for the earlier "Academic School" reads: "every branch of literature, usually taught in other schools of the kind."³⁰

WINSTED ACADEMY

The summer term of the Winsted Academy at Winchester, Connecticut, began on May 11, 1830.³¹ Tuition for classical scholars was five dollars; for those in mathematics and in the higher branches of English study, four dollars; and for those in the common English branches, three dollars.³² In this school, as well as in all the others of this type during the ten-years' period, the whole range of elementary and secondary studies was offered. The principal in 1830 was Mr. Sardis B. Morley.³³

The Winsted Academy is the same institution which later was designated as "Winsted High School."³⁴ In 1837 Mr. Henry E. Rockwell, who had formerly been a member of the Teachers' Seminary in Andover, Massachusetts, was engaged as principal to give instruction in the English branches, the higher branches of mathematics, and in the Latin and Greek languages.³⁵ To the announcement was added a *nota bene*, that "a permanent School may be expected."³⁶ This may be taken to indicate a previously intermittent career of the institution.

Just a year later, in bringing the Winsted High School again

to public notice, Mr. Rockwell spoke of having devoted himself to the business of teaching, and expressed satisfaction that his efforts to establish a permanent institution were being appreciated.³⁷ The Winsted board of school visitors, having in a body attended the examination of Mr. Rockwell's school, manifested hearty approbation of the pupils and of their instructor and recommended his seminary "as an eligible place to acquire those branches of education usually taught in high schools."³⁸ The spring term commenced on the twenty-fifth of April, with tuition from three to five dollars a term, "according to the studies pursued."³⁹

Like its contemporary, the Ellington School, Winsted High School gave considerable attention to the training of candidates for teaching. In 1839, 1840, and 1841 the whole number of students connected with this institution who paid particular attention to studies calculated to fit them for teaching in the common schools of Connecticut was eighty.⁴⁰ Many of these were already teachers of from one to five years' experience.⁴¹ "These pupils were classed with the other members of the school, but a course of teaching has been pursued, which is adapted to similar studies in any school."⁴² Orthography and reading were emphasized as of first importance. Topics assigned for compositions related to the different branches of study and to school management. Everything read was critically analyzed; mathematical principles were thoroughly explained; and familiar lectures were delivered on the classification and conduct of schools. Members of the teachers' class had access to the principal's library which contained "many of the best works on education." Lyceums for debates, and other extra activities were formed in the autumn and winter terms.⁴³ It is evident that schools like these at Ellington and Winsted were, in addition to filling the bill in the character of academies, providing normal school instruction also.

FARMINGTON ACADEMY

An institution which seems to have enjoyed a long and reputable life was the Farmington Academy. At the beginning of its spring term in 1830 it had been in successful operation nearly seven years under the same principal.⁴⁴ Instruction was provided along two lines, for students fitting for college, and for

others who desired to pursue a course of English studies.⁴⁵ Thorough instruction at moderate expense was promised, though no superior excellence in the method of teaching was claimed.⁴⁶ The advertisement of the school stated temperately the belief "that youth may here find advantages, equal at least to those found in other institutions of a similar kind."⁴⁷

The prominent feature emphasized by the management of the Farmington Academy was the practicality of the whole course of instruction. For example, students in surveying, mensuration of heights and distances, and in other subjects requiring the use of special instruments were to have the suitable implements furnished to hand and the advantage of frequent excursions for field practice with the instructors.⁴⁸ The terms of the Academy were three of fifteen weeks each in a year; tuition, for languages and the higher branches, seven dollars a term; for the common branches, six dollars.⁴⁹

In 1836 the principal of the Academy resigned and the trustees were under the necessity of advertising for another instructor.⁵⁰

NEW HAVEN FEMALE SEMINARY

The New Haven Female Seminary, situated near the corner of Chapel and State Streets, had for its design "to elevate the standard of female education."⁵¹ Here in 1830, it was stated, "the course of instruction is carried on in a regular and continued system of academical studies, embracing all the literary, scientific, and ornamental branches, adapted to young ladies, so as to give them an education of equal value with what is gained by the other sex in our high schools and colleges."⁵² The subscriber to the advertisement of this school was Mr. John M. Garfield.

TORRINGFORD ACADEMY

The summer term of Torrington Academy, Torrington, began July 7, 1830.⁵³ For several seasons previously Mr. Moore, the instructor, had conducted the school "with increasing reputation and success."⁵⁴ The curriculum of this school, beyond the common English branches, included Latin, Greek, French, mathematics, and bookkeeping. Pupils' fees were twenty-five cents a week with twelve and a half cents a term for incidentals.⁵⁵

November 23, 1830, a new principal took charge, Mr. Edward Andrews.⁵⁶ Besides the subjects listed above, there were added in 1834, under the personal instruction of Mr. Bullard, chemistry, philosophy, botany, and belles-lettres.⁵⁷

In 1836 a Torrington Academy, under the principalship of Mr. H. Bell, a graduate of Williams College, is named, "where will be taught all branches usually taught in High Schools."⁵⁸

BRISTOL ACADEMY

Mr. Horatio Waldo, Jr., who had during the preceding year been in charge of the East Windsor Academy, began his third term at Bristol Academy May 10, 1831.⁵⁹ The actual studies to be pursued in any given term were not fixed in advance, but would be "governed by the character of the school when assembled."⁶⁰ Provision of this sort constitutes a perfect accommodation to the needs and wishes of pupils and parents which could not well be reached under the later public high school arrangements. The list of subjects from which a selection might be made *ad libitum* by the pupils of Bristol Academy included Greek, Latin composition, declamation, logic, rhetoric, mental philosophy, chemistry, arithmetic, geography, reading, writing, and grammar.⁶¹ Further than these, "lectures may be expected on Botany and Geology."⁶²

NEW BRITAIN HIGH SCHOOL

The second instance of the use of the term "high school" as the official title of one of the institutions supplying high school education in Connecticut from 1830 to 1840 was noted in the announcement of the winter session of the New Britain High School in the *Connecticut Courant* issue of October 16, 1832.⁶³ The same school had opened for its fall term as the New Britain Grammar School on October 24, 1831.⁶⁴ The prominent teacher and textbook writer, Mr. Elizah H. Burritt, A.M., brother of Elihu, was assisted in the conduct of the school, at the earlier date, by Mr. M. Keeney.⁶⁵ A rich supply of "branches" which might be pursued advantageously at this school was catalogued. "The principal" studies were reading, writing, arithmetic, grammar, geography, drawing of maps, use of the globes, history,

rhetoric, logic, Latin, French, Greek, moral and natural philosophy, chemistry, astronomy, calculation of eclipses, algebra, trigonometry, mensuration, field and canal surveying, navigation, plain [*sic*] and spherical geometry, use of optical, trigonometrical and chemical instruments, agents, and so on.⁶⁶ There would be arranged "such, or such a system of each, accompanied with Lectures, Illustrations and Experiments, as shall suffice to form a thorough, practical education, adapted to any purpose or business of life."⁶⁷

A leading feature in the plan of instruction at this New Britain High School was that every subject was taught "for *practical utility*, with reference to the duties and business of life."⁶⁸ In this respect this establishment closely resembled the Farmington Academy described above. "If a student attend to the elements and theory of surveying, a good Compass is put into his hand."⁶⁹ Field work under the guidance of the teacher was made a regular exercise, once a week or oftener.⁷⁰ "If the student be attending to that branch of Trigonometry which treats of heights and distances, or grading or levelling, a Telescopic Level and Sextant, or a Theodolite is put into his hand."⁷¹ For the young lady "pursuing the study of the heavens, or the Geography of the earth, the principles of Drawing or Perspective, it is deemed equally essential that she learn to develope her problems, and theories, her maps and projections upon paper"; for this purpose the young lady was "furnished with every variety of Graphic instruments that can be needed for any practical purpose."⁷²

In November, 1834, this New Britain High School was still flourishing vigorously.⁷³

EAST HARTFORD SELECT SCHOOL

A future principal of the Hartford Grammar School, Mr. Theodore L. Wright, was instructor in the East Hartford Select School, first mention of which was found in the *Connecticut Courant* of March 27, 1832.⁷⁴ This was a coeducational institution, giving instruction in 1834, under Mr. Wright as principal, in the English studies "usually pursued in Academies" at the rate of four dollars per term of eleven weeks, and in Latin, Greek, algebra, and geometry, for the consideration of five dollars.⁷⁵ In November of the same year the official title was

lengthened to "East Hartford Select, Classical, and English School." ⁷⁶

WETHERSFIELD FEMALE SEMINARY

The Seminary for young ladies in Wethersfield was in 1827 under the direction of Mr. Joseph Emerson as principal, Mrs. Emerson as preceptress, and Miss N. Emerson as first assistant.⁷⁷ Three "Assistant Pupils," the Misses C. F. Chapman, M. H. Clarke, and L. T. Jerome, completed the staff.⁷⁸ Ninety-nine students attended the Seminary proper, while in the "Collateral School" eleven pupils were registered.⁷⁹ In 1832 in consequence of the indisposition of Mr. Emerson, Mrs. Emerson assumed the burden of management of the Wethersfield Seminary. The school opened May first for its ensuing season of two quarters of twelve weeks each. The schedule of studies principally taught included reading, spelling, chirography, pen making, grammar, geography ("Sacred, Ancient, and Modern"), rhetoric, mental and mechanical arithmetic, history (ancient, modern, and ecclesiastical), punctuation, composition, "Callisthenics," botany, chemistry, natural philosophy, mental philosophy, and the Bible.⁸⁰ A year later this institution was still maintained under the supervision of Mrs. Emerson.⁸¹

WORTHINGTON ACADEMY, BERLIN

Some notice has already been taken of the Worthington Academy in Berlin.⁸² The academy opened under Mr. Hall on Monday, November 4, 1833.⁸³ English branches and languages and the higher branches of mathematics constituted the offerings, at three dollars and four dollars a term, according to the selection.⁸⁴ Additions were made to the faculty in 1834. Mr. Noah B. Clark, who has been mentioned for his connection with the Ellington School,⁸⁵ became the new principal.⁸⁶ Mr. Clark was a professional teacher and will be met again in the accounts of other schools.⁸⁷ Mr. Noah Bishop, a Yale graduate, and Miss Caroline A. Dickman, a former teacher in the Westfield, Massachusetts, Academy, and for several years a private teacher in the family of Reverend Charles A. Goodrich, served as Mr. Clark's assistants.⁸⁸ On May 11, 1835, Mr. Clark severed his connection with Worthington Academy, and announced the opening of

a private school of his own.⁸⁹ Mr. Ariel Parish appears to have followed in the principalship at Berlin. He headed the institution in 1836.⁹⁰ Twenty-two to twenty-five dollars was stated as the whole expense, for tuition, board, and washing, incident on a term's attendance upon Worthington Academy at this time.⁹¹ August 26, 1837, Mr. Parish resigned to become associated with the Westfield Academy.⁹²

EAST HARTFORD HIGH SCHOOL

The continuance of the East Hartford High School has already been noted in Chapter II as having been reported on August 19, 1828. The curriculum at that time comprised reading, writing, orthography, mental and practical arithmetic, geography, natural and moral philosophy, ancient and modern history with the use of charts, rhetoric, English grammar, composition, double-entry bookkeeping, and elements of chemistry.⁹³ Seven years later this institution, still under Mr. Salmon Phelps, was offering to young gentlemen and ladies "a thorough English education."⁹⁴ The religious character of the school is evidenced by the statement of the general conduct of a new subject added in 1836, "Astronomy with the use of Globes in connexion with the Geography of the Heavens, and this class, such evenings as the weather and other circumstances will permit, will be assisted in tracing the constellations, and as a consequence unavoidably led to contemplate the Great Author of the Universe."⁹⁵ A tuition charge of three dollars a term of eleven weeks was made.⁹⁶ In 1839, the eleventh year under Salmon Phelps's administration, the East Hartford High School continued its rich offering of studies: these remained "entirely English." Assurance was pledged for the formation of classes in bookkeeping, algebra, philosophy, chronology, philosophic grammar, botany, mathematical and physical geography, chemistry, trigonometry, composition, declamation, and in "astronomy with the use of globes and other astronomic and philosophic apparatus." The school had been equipped with "a solar microscope of very high magnifying powers." Instruction in vocal music concluded the catalogue of courses.⁹⁷ The prosperity which the East Hartford High School evidently enjoyed was due in part at least to the continuity of its leadership.

LANCASTERIAN SCHOOLS AND OTHERS

The Lancasterian schools are not, strictly speaking, entitled to a place in a catalogue of institutions supplying high school instruction, but they did represent establishments of a higher order than the usual district school, and undoubtedly influenced the spread of the idea of the classification or grading of pupils. Even before the suggestion made by Governor Wolcott in 1825, there flourished in Hartford in 1819 under public auspices "the largest school in the state, and probably in New England."⁹⁸ This was obviously organized according to the Lancasterian plan; the account states that "it is established and conducted upon the new economical and improved method of instruction."⁹⁹ The usual attendance of six hundred scholars was all superintended by one principal instructor and ten assistants. These scholars were divided into numerous classes, "according to their acquirements, and are severally permitted to progress from class to class, according to the proficiency which they may make, which tends to encourage and stimulate them to exertion."¹⁰⁰

The Lancasterian School at New Haven had for its director for many years Mr. John E. Lovell, who for more than twenty years was closely associated with Joseph Lancaster himself,¹⁰¹ having come to this country with him.¹⁰² The Reverend S. Wood was so much impressed when he visited this monitorial school in 1837 that he wrote concerning it: "New Haven contains many excellent schools, but I confined my attention almost exclusively to one, a district school, taught by Mr. Lovell. It is the best of any description that I have yet seen in the States."¹⁰³ The studies pursued at the New Haven Lancasterian school in 1840 were spelling, reading, writing, arithmetic, geography with the use of the terrestrial globe, astronomy, history of the United States, English grammar, composition, elocution, ornamental penmanship, and the drawing of pictures and maps.¹⁰⁴

Other seminaries and academies included some of prominence, but many of them, on the other hand, were short-lived. The Union Academy in Wallingford, chartered in 1812, flourished for many years.¹⁰⁵ Forty-five pupils were registered in 1818¹⁰⁶ under Reverend David Wright.¹⁰⁷ Instruction in reading and writing was valued at twenty-one cents a week; arithmetic,

English grammar, and geography, twenty-five cents; higher branches, thirty-three and a third cents.¹⁰⁸

Of the establishments supplying advanced instruction to young women none seems to have been more successful than the Hartford Female Seminary, founded in 1815 and chartered in 1827. Its long opening prospectus appeared in the public press of April 16, 1827,¹⁰⁹ and thereafter. An article contributed to the *Connecticut Courant* of April 27, 1830, over the signature "C. R." described the manner of a recent two-weeks' public examination of this school under the supervision of the principal, Miss Catherine E. Beecher. High terms of praise were accorded the different classes, but especially those in Latin, in algebra, and in the higher mathematics.¹¹⁰ Earlier in the month Miss R. Talcott issued her announcement of the establishment of a School for Young Ladies "under the North Church in this city on the 10th of May next."¹¹¹ She advertised that she would adopt so far as practicable "the highly approved system of instruction and discipline, pursued in the Hartford Female Seminary."¹¹² Her school, in fact, would prepare pupils for the Seminary.¹¹³ Another satellite of the Seminary in 1836 located itself with reference to the girls' school. The "Classical and English School for Young Gentlemen," on Pratt Street "nearly opposite the Hartford Female Seminary," proposed to teach "the studies preparatory for College" and "the branches usually taught in High Schools and Academies," including French instruction under a native teacher.¹¹⁴ At this time Mr. Jonathan P. Brace was principal of the Female Seminary,¹¹⁵ having had previous experience as assistant to Miss Sarah Pierce, principal of the Litchfield Female Academy.¹¹⁶ In April, 1836, Mr. Brace, in announcing the purchase of "a large, convenient, and elegant Boarding House," declared his intentions of "taking into his family all the young Ladies entrusted to his care."¹¹⁷ The Hartford Female Seminary was one of the earliest institutions to place its facilities at the disposal of teacher-training agencies. Early in January, 1840, Principal Brace gave notice to the public that provision had been made in his school for "a course of gratuitous instruction of a class of females who have engaged, or proposed to engage, as teachers in the common schools of the state the ensuing summer."¹¹⁸ Reverend Thomas H. Gallaudet, Mr. Henry Barnard, Mr. Snow, "and other teachers and friends

of education" in Hartford engaged to render important assistance "in the form of recitations and lectures" to this twelve-weeks' normal course.¹¹⁹

Mr. Noah B. Clark actively prosecuted his professional work as a teacher during this decade, 1830 to 1840. Some time between the date of the incorporation of the Ellington School, in May of 1829,¹²⁰ and April 14, 1834, when he became principal of Worthington Academy,¹²¹ Mr. Clark assisted at the Ellington School. Resigning from the Academy principalship in May, 1835, he simultaneously issued intelligence of the opening of a private school under his own management.¹²² In the early part of 1836 he associated with him in his "School for Boys" one Lewis Dwight, "a young gentleman of superior qualifications and highly recommended as a teacher."¹²³ The opening of the second term of the institution was scheduled for February 3, 1836, "all branches" to be taught which were deemed "necessary to qualify young gentlemen for business or admission to colleges."¹²⁴ Apparently not meeting with a response which he considered satisfactory, Mr. Clark is next heard of in April, 1837, as principal of the "Highland Gymnasium" at Fishkill Landing, New York, where "high school subjects" made up the program.¹²⁵ A year later, however, Mr. Clark's school for boys was resumed in Hartford¹²⁶ and in August of 1839 Mr. Clark enlarged his seminary by the addition of a "female department."¹²⁷ Near the close of the decade, November 14, 1839, Noah B. Clark's Seminary was still operating at No. 2 Ann Street.¹²⁸

The beginnings of high school education in the town of Guilford go back to the adoption in November, 1824, of the Lancasterian method by the Center District.¹²⁹ All the children of the district not in the private schools or in "the academy" were placed in one school taught in the town house.¹³⁰ When the Lancasterian system was relinquished in 1829, the children in the center districts were divided into four classes.¹³¹ The first class, "corresponding to the academy," remained under the tutelage of R. D. Smith from 1831 to 1834, followed by Luman Whedon and Julius N. Dowd to 1837.¹³² The quartering of the Center District in 1837 created at least three separate schools. The northwest quarter availed itself of a part of the academy building, the upper rooms of which were occupied in 1838 "by Mr.

Dudley as a high school.”¹³³ No mention of entrance requirements or of studies pursued in this school has been found.

An “East Hartford High School,” in continuous existence throughout the ten-year period under discussion, under the principalship of one man, Salmon Phelps, has been noted,¹³⁴ as likewise an “East Hartford Select School,” headed by Theodore L. Wright, who during the latter part of the decade—precisely, from 1836 to 1841—guided the destinies of the famed Hartford Grammar School.¹³⁵ A third private school of that town was the “East Hartford Classical and English School,” supervised and taught by Mr. Edgar Perkins. Here in 1836 were presented “the higher branches of English Study, embracing most of the Natural Sciences,” philosophy, chemistry, mineralogy, geology, botany, bookkeeping by single and by double entry; “the Greek and Latin Languages for admission to college or for an *advance standing*”; and in addition, French and Spanish, each by a native teacher.¹³⁶ These studies were to be engaged in “on the same terms as heretofore.”¹³⁷ Under the new principal, Mr. William H. Wells, in the fall of 1838, the studies were grouped in three divisions: “the common English branches,” among which were enumerated English, grammar, bookkeeping, natural philosophy, and so forth, at the rate of four dollars; “the Higher English Studies,” which were given as algebra, geometry, surveying, rhetoric, intellectual philosophy, and chemistry with experiments—these, and the classical group, Latin and Greek, charged at five dollars a term.¹³⁸

Upper Middletown in 1836 and 1837 was served by an academy called after the settlement. The trustees in the first named year had engaged as principal Mr. Edgar J. Doolittle, a Yale graduate who came well recommended by President Jeremiah Day.¹³⁹ Miss Elizabeth B. Sparhawk continued her work as assistant in the female department.¹⁴⁰ The curriculum provided three courses: common English branches, higher English branches, and languages and the higher mathematics; costing three, four, and five dollars, respectively, per term.¹⁴¹ As indicating that this institution was not entirely devoid of philanthropic motives, mention should be made of the arrangement whereby “three or four indigent, pious young men, preparing for College, will receive their tuition gratis.”¹⁴²

Harwinton Central Academy; Mr. and Mrs. Work’s School

at Hartford (Latin, Greek, and higher English studies); Miss Draper's Seminary (natural, moral, and intellectual philosophy, chemistry, geometry, algebra, astronomy, Latin, and French); South Cornwall Academy in 1832 under E. Andrews, previously of Torrington Academy (common branches, higher branches); the Academical School in Windsor for Young Gentlemen and Ladies, 1833 (common English branches, higher branches of mathematics, ancient languages); the South Glastenbury Grammar School (1833); Miss Cornwall's Seminary for Young Ladies at Cheshire (common English studies, higher English studies, French, Latin, instrumental music, drawing, and painting, including oil painting); the family boarding schools for boys—of Simeon Hart in Farmington (\$200 for board and tuition, two twenty-two week terms), and that of Dr. Erasmus D. Hudson at Torrington (any of the branches of an English or liberal education, including Latin, Greek, and French, at seventy-five dollars each session of twenty-two weeks); Charles Barrow's co-educational Wethersfield Academy, 1836 (instruction in "the several departments usually taught in High Schools, the Languages excepted," at twelve to thirty cents a week according to the length of stay of the individual pupils); Reverend G. C. V. Eastman's private boarding school for boys at Saybrook (to fit not more than ten lads "either for College or for ordinary business"); Fair Haven Institute, with which Ariel Parish, already referred to several times, had a part-time connection in 1838; the Manchester Select School, under James Sedgewick, a Williams College graduate (all branches of an English education, also the studies preparatory to college entrance); Southington High School, 1839 (English branches usually taught in academies, Latin, Greek)—these fourteen educational establishments catering in part, at least, to a clientele requiring high school training for their children will bring the present catalogue to a conclusion.

The schools listed here indubitably existed to meet a real need. They both checked the advent of the high school and broke ground for it. Elements of aims, organization, courses of study, and methods eventually passed from decadent academy to rising high school. A tabular view of the curricula of a score of the academical schools described in this chapter is here-with inserted.

TABLE I

CURRICULA OF CONNECTICUT ACADEMICAL SCHOOLS, 1830-1840

NUMBER OF INSTITUTION	SUBJECTS OF INSTRUCTION	REMARKS
1	Common English studies; Latin, higher mathematics	For young men and lads; Fee \$150 a year, including board and room. College preparatory classes in teacher training
2	"Every branch of literature usually taught" in such schools	An academy in 1830 in charge of a former New York City high school teacher
3	Common English branches; mathematics and higher English branches; Latin, Greek	Recommended by local school visitors; teacher training classes
4	Common branches; languages and the higher branches, including surveying, mensuration	Both college preparatory and "English." <i>Practical</i> methods and studies
5	"Regular and continued system of academical studies, embracing all the literary, scientific, and ornamental branches"	Female seminary. High school and college grade
6	Common English branches; Latin, Greek, French, mathematics, book-keeping, chemistry, philosophy, botany, belles-lettres	An academy
7	Reading, writing, arithmetic, geography, grammar, composition, declamation, chemistry, botany, geology, logic, rhetoric, mental philosophy, Latin, Greek	Actual studies to be pursued in any given term not fixed in advance: "governed by character of the school when assembled"
8	Reading, writing, arithmetic, grammar, geography, map drawing, use of globes, history, rhetoric, logic, Latin, French, Greek, moral and natural philosophy, chemistry, astronomy, calculation of eclipses, algebra, trigonometry, mensuration, field and canal surveying, plane and spherical geometry, use of optical, trigonometrical and chemical instruments, agents, and so on	Every subject taught for " <i>practical utility</i> "; courses arranged "adapted to any purpose or business of life"; official title of this institution = "high school"; coeducational

TABLE I—(Continued)

NUMBER OF INSTITUTION	SUBJECTS OF INSTRUCTION	REMARKS
9	Higher English studies; Latin, Greek, algebra, geometry	Select, English, and Classical School headed by future Hartford Grammar School principal; coeducational
10	Common and higher English branches; history, botany, chemistry, natural and mental philosophy, calisthenics, the Bible	Female seminary; maintained "collateral school" (model?)
11	English branches; languages; higher mathematics	Principal Ariel Parish, later superintendent of New Haven public schools
12	"A thorough English education," including astronomy; bookkeeping, algebra, philosophy, chronology, philosophic grammar, botany, mathematical and physical geography, chemistry, trigonometry, composition, declamation; vocal music	A "high school" equipped with "a solar microscope of very high magnifying powers"; only one principal during the decade
13	Common English branches	Lancasterian school, headed by personal colleague of Lancaster. Related to establishment of New Haven public high school
14	Reading, writing, arithmetic, English grammar, geography; higher branches	Called an academy
15	Among others, Latin, algebra, higher mathematics	Prominent female seminary
16	Preparatory to those of "Number 15"	School for young ladies
17	"The studies preparatory for college"; "the branches usually taught in High Schools and Academies"; French under a native	"Classical and English School for Young Gentlemen"
18	"All branches necessary to qualify young gentlemen for business or admission to colleges"	Female department added in fall of 1839

TABLE I—(Continued)

NUMBER OF INSTITUTION	SUBJECTS OF INSTRUCTION	REMARKS
19	"Higher branches of English Study, embracing most of the Natural Sciences," philosophy, chemistry, mineralogy, geology, botany, bookkeeping; Greek and Latin for admission to college or for " <i>advance standing</i> "; French and Spanish by natives. Later: (1) the common English branches; (2) the higher English branches; (3) Latin and Greek	A "Classical and English School"
20	Common English branches; higher English branches; languages and the higher mathematics	"Three or four indigent, pious young men, preparing for college" to receive free tuition

Exclusive of lists quoted at the beginning of the chapter, thirty-eight of these academical schools supplying high school education in Connecticut between 1830 and 1840 have been named and of many a detailed account has been presented. This gives, not a complete picture of the situation, but a very good cross-section sketch of what was actually being done in Connecticut during this ten-year period by way of meeting the evidently strong sentiment in favor of advanced education for the boys and girls.

CHAPTER IV

"THE RUGBY OF CONNECTICUT": HARTFORD GRAMMAR SCHOOL, 1798 TO 1840

The institution which is of first importance to this account of the emergence of the high school in Connecticut ranks as the most venerable in the state, tracing its continuous existence from the year 1638 to 1847 as a distinct and individual establishment and thereafter to the present year of 1927 as a classical department in the Hartford Public High School. The character of this ancient foundation, particularly during the period from 1828 to around 1840, will now come under consideration. Its story is fascinating and inspiring, as well as pertinent.

Henry Barnard in his *Report* of 1853 gives a very complete account of the grammar school at Hartford, which, originating as the first classical school taught in the colony, in course of time came to serve as the county grammar school, required by legal enactment, and to answer the purposes intended by its various benefactors. Chief among its benefactors was the colonial governor Hopkins, from whose bequest received in 1664 the school is known as the Hopkins Grammar School.¹ In his pamphlet, *The Old Hartford Grammar School*, reprinted from his *American Journal of Education* for April, 1878, Dr. Barnard fills in the picture of management and life at this school.² Barnard's accounts are closely followed in the various catalogues of the Hartford Public High School. These, and other sources not used by Barnard, have been drawn upon for the following description.

The date of the *Resolve Incorporating the Grammar School in the Town of Hartford, May, 1798*, furnishes a good starting point for present purposes. The original manuscript copy of this document shows that the management and care of the Hopkins donation had been in the hands of the "Town of Hartford, by the agency of a Committee appointed at Various times."³ Instructional lines were laid down in the resolve of incorporation:

And be it further Resolved, That the Grammar School in said Town of Hartford be & the same is hereby constituted & appropriated, according to the original intent of the Donor, for the Education of Youth in the Rudiments of the higher branches of science not taught in common schools, of the Latin, Greek & other useful languages, of the Grammar of the English Tongue, of Geography, Navigation, Bookkeeping, Surveying, & other similar studies preparatory to an Education at the University, or a life of active Employment.⁴

What requirements for admission to the school were to be maintained the same paragraph goes on to state, as follows:

. . . and that for said purpose no Youth may or shall hereafter be admitted as a student in said school unless he shall be adjudged on examination, capable of reading and spelling the English Language with accuracy, writing an handsome copy & small hand, and resolving questions in the four first Rules of arithmetic to be determined by order of said Trustees according to their discretion.⁵

For thirty years after its incorporation the "Grammar School of the Town of Hartford" was conducted by individual teachers unassisted. Average attendance during this period numbered thirty scholars. Classical instruction chiefly was imparted, for which apparently until 1817 no charges were made even for incidental expenses.⁶ From 1817 to 1828 a quarterly payment of one dollar, receivable in advance, was assessed of every candidate for admission.⁷ In July, 1819, announcement was made that the schoolhouse had undergone repairs so that a few additional pupils might be accommodated.⁸ The studies advertised to be taught "by a well qualified instructor" were Latin, Greek, grammar, geography, and the mathematics.⁹

From reminiscences of men educated in the Hartford Grammar School during this early period, from the *Scholiad—a poetical history of the Hartford Grammar School* (1811 to 1819), and from other statements it appears that this institution had a firmly established place in the life of the town, a well-deserved reputation, and from its character and activities clearly played the rôle of "the Rugby of Connecticut," the title applied to it by Professor Nathan P. Seymour, who was a pupil there from January, 1825, to September, 1830, and a member of the faculty from September, 1834, to September, 1836.¹⁰ The instructorship of the Grammar School became a stepping-stone to a college connection, especially to the position of "Tutor at Yale." Many of the teachers and many of the pupils had brilliant careers.

John Witter was one of the best-liked of the early teachers. Upon his graduation from Yale in 1812 he became the teacher at the Hartford Grammar School, remaining for three years, "an excellent linguist and able instructor." When he proposed to leave after two years, so satisfactory had he been to several patrons whose sons had come under his care that they subscribed two hundred dollars beyond his regular salary to induce him to remain another year.¹¹ To the boys, also, Witter was an idol. He followed the stern, uncompromising Isaac Parsons, under whom, according to J. Hopkins McCracken, youthful Hartford Wit and author of the *Scholiad*,

"In sighs and groans, we spent two tedious years,
Till Witter came to ease us of our fears.
Now, though the ferule was not thrown aside,
The sounds of war, and sobs of terror died;
With winning words, and mild persuasive art,
He turn'd to study, many a youthful heart,
And soon by kindness, caused his flock to thrive,
And led those boys, whom Parsons could not drive."¹²

John Witter left in 1815 to become a "Tutor in Yale."¹³ For several years after he relinquished this position at the College he acted as preceptor of Bacon Academy in Colchester, the institution which to-day serves as the Colchester high school. He remained there through 1819, 1820, and 1821.¹⁴ Thence he went to another high-class academy, that at Plainfield, where for ten years he served worthily as preceptor, bringing the Plainfield Academy into prominence as a college preparatory school.¹⁵

Hooker, "of the nut-brown face," succeeded John Witter, but "He wanted Witter's soul-persuading art." Hooker and his successor Coleman (at the school from 1817 to 1819) both departed to become tutors at Yale. Coleman later became a professor of Latin and Greek at Princeton (1823 to 1829), head of the English department and Teachers' seminary at Philips Andover Academy (1835 to 1840), and professor of Greek and the Bible at Lafayette College (1840 to 1872). Solomon Stoddard after two years' apprenticeship at the Grammar School went to Yale as tutor. He collaborated with Professor E. A. Andrews in producing *Andrews and Stoddard's Latin Grammar*.¹⁶ Holland, 1824 to 1826, in the latter year followed the usual route to a tutorship in Yale College.¹⁷ Ashbel Smith, the Hartford Grammar School

master for 1826 later represented the independent state of Texas as Minister to the United States, Great Britain, France, and Spain.¹⁸

During the comparatively long tenure of Elijah P. Barrows, Jr., 1826 to 1830, an enlargement of the facilities and faculty of the school took place. Mr. Barrows held A.B. and A.M. degrees from Yale and the D.D. from Dartmouth. After his connection with the Hartford Grammar School he went to Western Reserve College as a professor, later to Andover Theological Seminary, and to Oberlin College.¹⁹

In 1828 upon occupying a new and larger building with accommodations for a hundred, instead of thirty, boys, "the 'one-man classical school' became a New England academy with four teachers—organized somewhat after the plan of Phillips Andover academy, with the English department in the same building, and not as a distinct school as at Andover at that date."²⁰

Under the reorganization Elijah P. Barrows remained as principal instructor, assisted by William Carter, Frederick A. P. Barnard, and Selden W. Skinner.²¹ The division of subjects among the four was this: Barrows conducted the advanced classes in Latin and Greek and some general and miscellaneous courses; Carter's chief care was the elementary classical instruction; F. A. P. Barnard upheld the mathematical curriculum; while Skinner taught some elementary arithmetic, bookkeeping, and writing.²²

The idea behind the change of policy, namely, to extend to larger numbers the privileges of advanced instruction and to provide training for students not planning to enter Yale College, was in essence the forerunner of the public high school notion. Before the change the Hartford Grammar School had functioned in dual fashion as a Yale preparatory institution, both for tutors for the College and for students. From the date of the 1798 resolve until 1830 a sequence of twenty-one instructors presided in the grammar school. Twenty of them held their bachelor of arts degree from Yale.²³ The twenty-first, Selden W. Skinner, is not recorded as possessing a college degree. For seventeen of these the instructorship at Hartford was the first position after graduation from college,²⁴ and nine of them, after a brief sojourn at the Grammar School, returned to their alma mater to the position of "Tutor in Yale."²⁵ With respect

to the aim of the course of instruction up to 1830, Reverend Jonathan Brace wrote: "The studies were shaped with special reference to admission to Yale College until Mr. Barrows's second engagement."²⁶ The Grammar School served in point of fact, according to Dr. Henry Barnard,²⁷ as the public high school of Hartford, but as such its scope and curriculum up to 1828 had been very deficient. No provision whatever was made for girls and, beyond elementary arithmetic, no English studies were taught. The endeavor in 1828-1829 to correct these deficiencies constituted a step in the right direction, but girls were still excluded and a high rate of tuition closed the school to the children of parents in moderate circumstances.

Hartford never had in one school abler men than when Barrows, Carter, and Barnard were in the Grammar School. If these men had been kept in their several departments, we should have had a Public High School at an earlier day, for public opinion would have either returned the Grammar school to its old position, both as to management and mode of support; or, as the new ideas began to prevail a few years later, they would have adjusted the organization so as to have extended the advantages of the school to all classes, and brought it into sympathetic and systematic connection with the other public schools of the town.²⁸

What was the calibre of the trio handling the higher branches at the Hartford Grammar School in 1830 may be judged by the subsequent careers of the three. Principal Barrows from 1835 to 1837 held the pastorate of the first Free Presbyterian church in New York city; then for fifteen years, 1837 to 1852, he was professor of sacred literature in Western Reserve College; from 1852 to 1866, professor of Hebrew language and literature in Andover Theological Seminary; and in 1872, he filled the same chair in Oberlin College. He wrote three books on theological subjects. He received the bachelor's and master's degrees from Yale and in 1858 the degree of Doctor of Divinity from Dartmouth.²⁹ Carter had met with signal success in his studies at Yale in the class of 1828. After two years as instructor in the classics at the Hartford Grammar School he became a tutor at Yale. Later he served as minister of a Congregational church in Pittsfield and from 1838 in Jacksonville, Illinois.³⁰ A recitation of the degrees held by Dr. Frederick A. P. Barnard demonstrates the scholarly attainments of this quondam instructor in the higher mathematics at the Hartford institution: A.B.,

A.M., LL.D., Yale; D.D., University of Missouri; L.H.D., Regents University; D.C.L., Kings College.³¹ After his tutorship at Yale, several years' experience in deaf mute teaching in Hartford and in New York, and seventeen years as professor of mathematics and natural philosophy, later of chemistry and natural history in the University of Alabama, and of mathematics, natural philosophy, and civil engineering at the University of Mississippi, he was in 1856 elevated to the presidency of the latter university, a position which he held for five years. From 1864 to 1888 Dr. Barnard was president of Columbia College in New York City.³² This does not exhaust the list of prominent activities of this former teacher in the Hartford Grammar School. Other masters at the School before and after these three also attained to eminence.

The opening of the second term of the 1829-1830 school year was the occasion for a communication for the information of the public of particulars about the conduct of the Grammar School.³³ At this time the institution was "pleasantly located in the southern suburbs of Hartford." The four instructors, "three of them graduates of Yale College," undertook to impart instruction in "all the branches which are usually taught in the High Schools of the United States, with the exception of the modern languages." Provision was specifically announced for two groups of prospective pupils: "Those who wish to prepare themselves for a collegiate life, will receive thorough instruction in all the preparatory studies. Those who are desirous of fitting themselves for business can pursue such studies as their parents or guardians shall desire." A regular succession of recitations in each of the four rooms, occupying from thirty to sixty minutes apiece, was the rule. Partly through the medium of these class exercises the instructors ascertained "the diligence and proficiency of each pupil." Each individual pupil then enrolled at the school was stated to receive each day more than two hours of instruction in the various branches which he had chosen to pursue, and some pupils received a great deal more, according to the number of studies. "The prominent object of the Instructors is to discipline the minds of the pupils, and teach them to think and reason, rather than to make a show of great proficiency which must in the end prove illusory." For the purpose of "exhibiting compositions" all the pupils of sufficient "age and

maturity" were arranged in classes, according to the plan of the institution. The instructor devoted to each of these classes a ninety-minute period, divided into two equal portions. The first forty-five minutes was occupied with analyzing subjects and in giving such incidental training as circumstances might require. After sufficient time had been allowed the pupils for getting their compositions into shape, the second three-quarters of an hour was occupied in reading and correcting these essays. The older pupils, too, for the purpose of public declamation were classified.

Before they went onto the stage, the master charged with this department customarily gave forty-five minutes' private instruction to the boys in pairs, suiting his remarks to the years and capacity of the pupils. Reading was a stated exercise for all attending the school. The elements of natural philosophy, astronomy, chemistry, and other subjects were imparted through public lectures, to all those who remained "a sufficient length of time in the school." Special stress was laid on writing, this department being better than in most academies. The public were urged to come to the school to examine for themselves the copy books to realize the proficiency in "this elegant art" of the writing master's scholars. That the pupils were well-behaved, dignified, and orderly was assured by "the utmost attention . . . paid to moral instruction," and by the supervision of one of the masters when the boys were dismissed and proceeded to their homes. This is a view of inner workings of the Hartford Grammar School in the year 1830, given from the standpoint of the administration of the institution.³⁴

The description given tallies with reminiscences of pupils around this period. Reverend A. L. Chapin, who attained high scholastic rank as president of Beloit College, Wisconsin, entered the Grammar School at the age of ten, in 1826, and remained seven years, leaving in 1833 with seven others, the whole class being headed for Yale College.³⁵ He described Mr. Barrows as "the beau ideal of a good teacher," who "by his gentle and firm rule, kept the whole establishment in good working order, and by his winning, quickening contact with individual minds, left on each a distinct, positive impression." According to Professor Thomas A. Thacher,³⁶ who also entered as a pupil in 1826, Mr. Barrows "devised new methods of instruction and introduced better books," at one time taught the whole school

of then forty-four scholars colloquial Latin, and "gave a new impulse to the study of Arithmetic, which was at that time the only branch of mathematics required for admission to college." Under Mr. Barrows's method of teaching "the boys were conducted along in the intelligent and progressive use of their own powers and were, in a measure, made conscious of their own intellectual growth as well as increase in knowledge." Speaking of the new order beginning with 1828, Professor Thacher mentions the enthusiastic and aggressive work of Mr. F. A. P. Barnard. "His special department . . . was mathematics, which was now carried beyond the requirements for admission to college, as the school was open for those also who were not intending to be liberally educated."

The position left vacant by Mr. F. A. P. Barnard was filled by Mr. Isaac W. Stuart in 1831; and on the retirement of Mr. Barrows, Stuart succeeded to the principalship of the school. His colleague, Anthony D. Stanley, was like himself a Yale man, class of 1830, and after two years' apprenticeship as instructor at the Hartford Grammar School followed the usual route, became tutor in Yale and, later (1836), professor of mathematics, which position he held until his death in 1853.³⁷

On September 4, 1832, the trustees of the Grammar School made public the intelligence that they had engaged for the government and instruction of the Hartford institution Mr. Francis Fellowes, who was then and had been "for many years past" the principal of the Mount Pleasant Classical School at Amherst, Massachusetts.³⁸ This is the same institution to which Mr. John E. Lovell of the New Haven Lancasterian School came from New Haven, and from which he later returned to New Haven at the urgent request of the authorities there.³⁹ In October of 1832, the rate of tuition at the Grammar School was raised to eight dollars a term of fifteen weeks, payable in advance to the treasurer, Andrew Kingsbury, Esquire.⁴⁰

A new régime now for a brief space held sway. It was the Amherst College-Mount Pleasant Classical School group, Fellowes and Sophocles and Thayer. Evangelinus Apostolides Sophocles was a native of Greece, born near Mt. Pelion. He came with Fellowes as instructor of Greek and remained until 1836 at the Grammar School.⁴¹ "Sophocles, with his new book, *Thiersch's Tables*, opened up the Greek verb with new light and

interest.”⁴² Thacher Thayer joined the staff for a brief stay in 1833. He “imparted new life to the department of elocution, which was his specialty,” sponsoring the formation of a debating society, which was zealously maintained by the boys. In the evenings Thayer gave them lessons in boxing and fencing, “to expand the chest and impart grace of attitude and motion.”⁴³

Sophocles headed the school after Fellowes. In the fall of 1833 the instructors were Sophocles and Mr. William N. Matson, a graduate of Yale.⁴⁴ Such other teachers as the number of scholars might require were promised.⁴⁵ Apparently the change in régime or the increased tuition rate or both factors had cut down the attendance somewhat.

In September of 1834 Mr. Nathan P. Seymour, a former pupil in the Grammar School and a Yale graduate, took over the superintendence.⁴⁶ Tuition was reduced from eight dollars to six dollars a term of fifteen weeks.⁴⁷

During the mid-year of 1836 Messrs. Sophocles and Seymour, “as heretofore,” carried on the instructional phase of the school. The rate of tuition was set at six dollars per fourteen-week term. Then in July, 1836, the man who was to conduct the institution through the rest of the decade and during whose term the first stirrings toward the establishment of a Hartford public high school appeared was appointed principal of the Hartford Grammar School.

On July 25, 1836, the trustees announced Mr. Theodore L. Wright, formerly of the East Hartford Select, Classical and English School.⁴⁸ The statement of the subscribers, after referring to the experience and success of Mr. Wright as a teacher, mentions improvements projected in the internal arrangements of the schoolhouse and additional apparatus to be furnished. The school was believed to offer “superior advantages for preparing boys and young men for college and for the active business of life.”⁴⁹ Mr. Wright also through the public press gave notice of his acceptance and his intention of making the business of instruction his permanent occupation.⁵⁰ He assured his friends and the public generally that he would spare no exertions “to sustain the high reputation of the School for Classical Instruction, and to furnish every facility for education in the common and higher branches of English study.”⁵¹ Careful attention was to be paid to the moral well-being of the boys.

The schedule of fees shows the general grouping of studies in the curriculum. "For the Common English studies" five dollars a term of eleven weeks was charged; "For the Higher Mathematics, Chemistry with experiments, Bookkeeping, by Double Entry, or the Latin and Greek Languages," six dollars; while French and Spanish lessons would be given by Mr. Bordenave, "at the cost of instruction."⁵²

These public notices of the Hartford Grammar School were repeated in the *Connecticut Courant* issues of August 22, August 29 (the day of the term opening), and September 5, 1836.⁵³ On October 17 there appeared a significant item in the newspaper columns, indicative of the slowly awakening interest in the improvement of educational conditions in Connecticut, an interest first manifested in an organized fashion by the establishment of the Improvement Society noted above in Chapter II. The welfare of the pupils in the common schools was the concern at stake when Principals Theodore L. Wright of the Grammar School and Jonathan P. Brace of the Hartford Female Seminary united with Reverend Thomas H. Gallaudet in the offer of a premium of twenty-five dollars to anyone who would present a plan or device "for writing tables and seats in common schools" that would be fitted or adjusted to the age and size of the boys and girls.⁵⁴

A prospectus of the school over the date of August 12, 1837, contains two notes which may be taken as reflecting pressure from the patrons of the schools and from the friends of education in general in Hartford at this time.⁵⁵ Very probably dissatisfaction had arisen over the rate of tuition charged by this school. At any event, the public was apprised that "a few young gentlemen, now members of the Institution, preparing either for college or for teaching, live, by certain economical arrangements, at very moderate expenses."⁵⁶ The rates had not been reduced, however, and the yearly charges to any boy who might wish to take advantage of the complete course of studies could rise as high as forty-eight dollars. If, as not infrequently happened, two boys of the same family attended, the annual cost of tuition could go to ninety-six dollars, an amount which, it must be remembered, when applied to the purchase of the necessities of life would go a long way further at that date than it would at the present time. It would appear from this that the conditions of the colonial

grant, "to maintain a free school for the schooling of all who should come, in the Latin and English languages," were not now being very well observed. The preliminary years of the course were not so expensive: all the common branches of an English education, "including also Natural and Intellectual Philosophy, Astronomy, Geology, &c.," being furnished for five dollars a quarter of eleven weeks.⁵⁷ But when the boy came to the higher, college preparatory department, the expense was somewhat greater: "the Greek and Latin Languages requisite for admission to the Freshman Class, or to an advanced standing in college, Bookkeeping by double entry, Chemistry with experiments, Algebra, Geometry, Trigonometry, Surveying, Navigation, &c.,"—eleven weeks at these studies might be had for six dollars. If, besides, the boy wished to add French and Spanish under Mr. Bordenave, the expense was exactly doubled.⁵⁸ The second note carried in this 1837 bulletin demonstrates that the influence and efforts of such men as the Reverend Thomas H. Gallaudet were being felt. A teacher-training course was held out: "Those designing to teach, may receive practical instruction in the art of teaching."⁵⁹

On September 7, 1839, Principal Wright issued an invitation "to common school Teachers" to attend at the Grammar School a course "for the *gratuitous* instruction of a class of twenty young gentlemen who design to engage the coming winter in *common* school instruction in *this State*."⁶⁰ The announcement read that the course was made possible "through the liberality of benevolent individuals."⁶¹ The group when assembled numbered twenty-three young men, nearly all of whom had had some teaching experience.⁶² This was "the first teachers' institute in America,"⁶³ and was financed by Henry Barnard, who the year before had become secretary of the newly established Connecticut Board of Commissioners for Common Schools.⁶⁴ This teachers' course was by necessity limited to about seven weeks,⁶⁵ beginning September 23, 1839; and arrangements had been hurriedly made.⁶⁶ Mr. Wright conducted recitations and explanations in grammar and in methods of teaching and school management; Mr. John D. Post, who taught mathematics in the Grammar School, instructed the group in arithmetic, with particular explanations of rules; Professor Charles Davies, who had about 1835 published his *Elements of Surveying* and in 1839 his

Hartford First Lessons in Algebra and *First Lessons in Geometry*,⁶⁷ was well qualified to hear recitations in the higher branches of mathematics; Reverend Mr. Burton had charge of the department of reading and natural philosophy; Reverend Thomas H. Gallaudet, a man whose specialty lay in teaching the deaf and dumb but whose interests were ubiquitous when the welfare of all schools was concerned, lectured on methods of teaching composition, on spelling, and on school government; Principal Brace of the Female Seminary, with the use of terrestrial and celestial globes, expounded the first principles of mathematical and astronomical geography; while Principal Snow of the Center District school described the methods of teaching and government as followed in his school.⁶⁸ Henry Barnard himself addressed the institute on matters of general educational import.⁶⁹ The members of the teachers' class at the Hartford Grammar School were greatly pleased with the course of instruction; and a committee in behalf of the class, on November 4, 1839, issued a card of sincere thanks "to those benevolent individuals to whom they are indebted."⁷⁰ The same plan was repeated the ensuing year for a class of young women teachers at the quarters of the Hartford Female Seminary.⁷¹

Lines of influence were beginning about this time in Hartford to converge and become active specifically toward the establishment of a school or schools of the public high school grade. The two institutions which were chiefly supplying high school instruction to boys and to girls in this city around 1840, the Hartford Grammar School and the Hartford Female Seminary, were not wholly adequate to the growing needs of the time. The Grammar School, which was the "Head Influence" of all the Connecticut schools for many years, stood ready now to contribute its important share in ushering in the high school era. Its opportunity came when, through the far-sighted coöperation of its board of trustees, it merged in 1847 with the Hartford Public English and Classical High School as the Classical Department of that institution, a relationship which has continued unbroken down to the present day.

CHAPTER V

THE "SCHOOL BATTLE" FROM WHICH EMERGED THE FIRST FULLY ORGANIZED HIGH SCHOOL IN CONNECTICUT, HARTFORD, 1847

From the preceding account it has appeared that up to 1839 or 1840 there existed in Connecticut no school organized and supported by public authorities in which the studies taught were all of distinctly advanced grade arranged in a systematic course covering four years, such as would be pursued in the ordinary sequence of events after the completion of the common school course by a boy or girl from around thirteen or fourteen years of age to seventeen or eighteen, and which was quite or practically free of tuition charges. Reference has been made to several early schools, each of which was designated as a "high school," such as those at Bridgeport (1826), North Glastenbury (1828), East Hartford (private venture, 1828, or earlier), and Guilford (1838), but in none of these instances is there evidence that the school in question was a fully systematized public high school. But in each, no doubt, was the germ of the institution later established in turn in these localities as its high school, although in none of the four places mentioned was the upper school formally organized earlier than 1875, according to authorities accepted up to the time of the present investigation.

When the Society for the Improvement of Common Schools was formed in Hartford in 1827, Henry Barnard had but recently left his studies at the Hartford Grammar School, a lad of sixteen. Reverend Thomas H. Gallaudet, one of the "managers" of the Society, had two years previously initiated the movement for the improvement of teachers and teaching conditions, in his series of essays appearing in the *Connecticut Observer* of 1825 under the title "Plan of a Seminary for the Education of Instructors of Youth." As has been seen, both Gallaudet and Barnard took part in the teachers' institutes of 1839 and 1840 held at the Hartford Grammar School and the Hartford Female

Seminary. It was while Barnard was a member of the Connecticut legislature elected from Hartford in 1837 that he first definitely dedicated himself to this work of school improvement.¹ Immediately upon his reelection to the House in 1838, he set about to put himself in possession of all the data which could be mustered to use for ammunition in the fight to get the legislature to take action looking toward the betterment of school conditions in the state.² During the previous session of the Assembly he had been unsuccessful in his attempts to secure the passage of a bill advocated by Judge George Sharpe of Abington, to provide for more thorough local visitation of schools by paying school visitors; and of a resolution to obtain from the comptroller for the first time official information with respect to the common schools of the state.³ In remarking on this resolution, Barnard stated "that our district schools had sunk into a deplorable condition of inefficiency, and no longer deserved the name of common in its best sense; that there was not one educated family in a hundred that relied on the district school for the instruction of their children; and if they did go, the instruction received was of the most elementary character." He further stated that "all the higher education of the State was given in denominational academies and irresponsible private schools of every grade of demerit."⁴ Bearing in mind the rocks upon which these earlier efforts had grounded, Barnard framed a measure to which there could be no partisan objections and which called for no increase of taxes nor diminution of the revenue of the School Fund. The bill simply aimed to provide "the machinery for a widespread agitation of the subject, and inaugurate a system of annual reports, by which the people in each society, and the Legislature, should be informed of the condition of the schools and suggestions for their improvement."⁵

That Barnard had pretty clearly in mind the idea of a school of higher grade with a varied curriculum to meet "the exigencies of increased population and wealth, and of diversified industries" is shown by the words of his speech introducing and explaining the education bill. He reviewed the legislation of the state relating to schools; pointed out the gradual departure from the basic principles of the old system, an essential feature of which had been provision for education of a college preparatory grade; and called attention to the failure to meet, by better preparation

of teachers and a more scientific course of instruction, the needs of society as it had come to be constituted. Then he continued:

What changes have we made to meet the demand for more thorough preparation for College? Where can any special preparations be made for occupations which demand a knowledge of drawing, engineering, and chemistry? I know not a single school in the State in which drawing is taught; and yet without it, every mechanic labors under daily disadvantage, and the whole field of design and all the highest domains of art are closed. But without even alluding to new studies—where are the public schools of a higher grade which the statutes, down to the beginning of this century, made imperative? Where is the “town of 100 householders,” or of 1,000 even, which maintains a public grammar School, “the teacher thereof being able to instruct youth, so far as they may be fitted for the University”? Where is the “County Town” which maintains a “free school for all such children as shall come there to be taught (among other branches) the Latin and English languages, the master thereof to be paid one half by the county, and the other half out of the school revenue given or to be given for this use, so far as it will go, and the rest by the respective towns”? Where are the six hundred acres of land which were appropriated by the General Court in 1672 to each of the four county towns, “forever to be improved in the best manner that may be for the benefit of a Grammar School in said County, and for no other use or end whatever”? Where is the town or State officer, who knows the condition of the beneficent bequest of Edward Hopkins, by which “hopeful youth were to be bred up at Grammar School and College for the service of the country”? If there is a Free Grammar School, in Hartford or New Haven, which does not require a pretty high fee for admission, I should like to know its location and teacher. And what substitute has the State provided for this abandonment of the whole field of higher education? What security have parents who are not competent themselves to judge, that these chartered academies, and numerous adventure schools, are performing well, or at all, the work which our fathers thought to be essential to the commonwealth? I speak from personal knowledge on this subject—there is not a Public Grammar School in the State resting for support on property taxation, and to which a poor but talented lad could enter except as a recipient of charity. We have nothing corresponding to the great Public Schools of England, resting on the endowments of centuries—nothing like the High School of Edinburgh, where in Brougham’s day, the sons of the noble and the shopkeeper occupied the same bench—nothing like the Real and Burgher Schools of Leipsic, much less the Gymnasiums of Berlin and other German cities, which although not free, are so aided by the state or municipality, or so endowed with scholarships, that the poorest boy, if talented and worthy, can get his preparation for the University, and enter into free competition for government appointment and professional promotion;—nothing like the Latin School of Boston, where a

son of the President of the United States was said to have taken the second prize, when the first was awarded to the boy whose father sawed the masters' wood.⁶

Barnard had prepared the way so carefully that the bill passed the House with unanimous assent, and the Senate with but one dissenting voice. With Governor Ellsworth's signature on it, May 31, 1838, the bill became law. By this act a Board of Commissioners of Common Schools, consisting of the Governor, the Commissioner of the School Fund, *ex officiis*, and eight persons, one from each county of the state, appointed annually by the Governor, was created. The required annual report of the Board was to show as far as practicable the condition of every common school in the State and present plans for the improvement and "better organization" of the schools. The Board was empowered to require semi-annual school visitors' reports, and to appoint its own secretary to devote all his time, if needful, "to ascertain the condition, increase the interest, and promote the usefulness of common schools." By section three, annual school visitors' reports must be made to the clerks of their respective societies. Clerks were to report to the Board on or before April 10 each year. The Secretary of the Board might be allowed a compensation not exceeding three dollars a day and expenses, while actually employed in the duties of his office, "to be paid out of any moneys not otherwise appropriated."⁷

The first Board consisted, besides Governor Ellsworth, and Hon. Seth P. Beers, who was the School Fund treasurer and one of the vice-presidents of the Improvement Society founded in 1827, of Wilbur Fisk, president of Wesleyan University; Henry Barnard, Second, of Hartford; John Hall, Esquire, of Ellington School fame; Hon. Andrew T. Judson, of Canterbury; Charles W. Rockwell, of Norwich; Rev. Leland Howard, Meriden; Hawley Olmstead, Wilton; and William P. Burrall, Canaan. The first meeting was held in Hartford on June 15 and 16, 1838, and on nomination of Barnard⁸ the Reverend Dr. Thomas H. Gallaudet was elected Secretary of the Board.⁹ Gallaudet, however, declined the position, saying that "more of the youthful strength and enthusiasm" were necessary "than can be found in an invalid and a man of fifty years of age." Barnard, who was then but twenty-seven, was finally prevailed upon to serve

Clothed with the dignity of this educational office and charged with duties as described in the Act, the young man took the first public opportunity offered to deliver an address inaugurating the new system. Shortly after the legislature adjourned, as President of the Young Men's Institute which had just been established, Barnard lectured in the Center Church, Hartford, July 4, 1838, nominally upon the plans of operation of the Institute. His lecture unfolded into a plan to meet the educational and moral wants of cities. This address may be regarded as the opening volley in the battle to establish high schools in Connecticut. It was repeated in the Fourth Congregational Church, and later in New Haven, Norwich, New London, Middletown, and Norwalk. Barnard states that "among the fruits of this lecture in Connecticut" were "the Otis Library, and meetings to establish a Public High School, which ultimately were directed to the endowment of the Free Academy, in Norwich; the Union of the City Districts and the establishment of the City High School, in Middletown; the Young Men's Institute, and numerous meetings to inaugurate a system of graded schools, in New Haven; the establishment of the Young Men's Association Library, and meetings for the establishment of a Public High School, in New London, and similar meetings in Bridgeport, Norwalk, Stamford and Winsted."¹⁰

The core of this public utterance was the description of a graded system of schools in cities. Primary schools for children under eight years, secondary or intermediate grades for children from eight through twelve years, and "*A High School*, with two departments, one for boys and the other for girls"—this in outline was his scheme. The high school, according to the newspaper digest of the address, "should afford a higher elementary education than can be given in the secondary [intermediate] schools, or the common schools as now constituted, and at the same time furnish an education preparatory to the pursuits of commerce, trade, manufactures, and the mechanical arts. All that is now done in our best private schools for the children of the rich and the educated, should be done for the children of the whole community."¹¹ Again addressing the Young Men's Institute, March 15, 1839, Barnard advocated the society high school.¹²

This system of schools was to be maintained at public expense.

Administration was to be entrusted to a publicly elected board, and a superintendent "with suitable compensation to devote his whole time to the usefulness of the schools" was called for.

The town grammar school, such as the one at Hartford, was a direct descendant of the Latin grammar school of old England. As possibly suggestive of lines of foreign influence at least theoretically involved in the high school idea of Barnard, it is interesting to read what he himself says on the subject: "My views, as expressed in 1838, and as written out three years before, have undergone no material change, and they were founded on a careful study of our New England system, the parochial and burgh system of Scotland, the best school systems of Germany, and the school law framed for France by Cousin and Guizot, both of whom recommended and provided a superior school or communal college corresponding to our Grammar School of the Code of 1650." The particular New England institutions which Barnard had studied and described were the Latin School and the English Classical School of Boston, the Central High School of Worcester, the Gymnasium of Dwight at New Haven, and of Cogswell and Bancroft at Northampton. He says that he brought several of these schools to the attention of the trustees of the Hartford Grammar School at the time its reorganization was under consideration in 1828—he would then have been a boy of seventeen years—and again in 1833. It was before the close of 1836 that he "had studied the best school systems of Europe, and had visited several of the most remarkable institutions of the secondary and technical grade."¹³ It should be added that even while Barnard devoted much space to accounts, for example, of the Prussian system, he specifically states the strongest reasons why he does not present it "as a model for our imitation."¹⁴

Space does not permit a detailed account of all the conventions and improvement society meetings throughout the state at which Barnard's plan for the classification of schools and the establishment of high schools was discussed and approved. The course of development in the capital city is to be traced.

In several of the districts of Hartford before 1838 a classification of schools had already been achieved, but as Barnard made clear, the divisions served were too small to admit of perfect arrangement of pupils into classes and the establishment

of separate schools of the higher grade.¹⁵ The Center District had been able to secure some degree of gradation.

How much popular enthusiasm was abroad in Hartford for changing the existing system of schools as it was in the fall of 1839 can be deduced from the account given by one who attended the annual meeting of the Hartford First School Society on October 7, 1839.¹⁶ What occurred constituted a striking demonstration of the unfortunate working out in practice of the school society method of administration of school affairs. The town meeting had been called for the same hour and place. When the school meeting was opened by the moderator, the assembled voters were invited to participate in the proceedings. Of the one hundred and fifty present in the hall, only *seven*, of whom but three or four were legal voters, came forward to take part. After routine matters had been disposed of, the reading of the *Annual Report of the School Visitors* was called for. At this juncture a second invitation was issued to the friends of education, whereupon three more joined "the forlorn hope of the schools in the first school society in Hartford." In view of the general indifference, verging onto active hostility on the part of those who had withdrawn to the other part of the hall, it was adjudged best to postpone the school meeting until after the town meeting. The town affairs were thereupon discussed and settled with gusto. One matter which called forth animated expressions of opinion and action was an ordinance relating to the protection of quails, snipes, and woodcocks during certain months. Upon the adjournment of the town meeting the voters quickly dispersed, leaving the "little Spartan band" to listen to the *Report* as submitted by the Reverend George Burgess. The substance of the report was given, and a communication from the Town Association for the Improvement of Common Schools, dealing with the establishment of a high school, was read. This document gave the results of inquiries and deliberations of the executive committee in the form of a *Report* pointing out the advantages of a system of public schools for the city or society "under the provision of the existing law of the State (Act of 1839), which allows the union of two or more districts for the purpose of establishing a school of a higher order; and also permits any school society, as such, to establish within itself, and maintain by tax, any number and system of schools." The

executive committee expressed the belief that one or another of these legal provisions should be taken advantage of at once by the Hartford Society. They respectfully suggested that "a single school of a higher order than either of those which now exist should be established by a vote of the society; or if it should be preferred, that the several districts embraced within the limits of this society should be invited to unite for the purpose of establishing such a school; and that in that event, should the districts without the city decline such a union, it be still proposed on the part of those within the city."

On motion of Henry Barnard this subject was referred to a committee "to consider the expediency of establishing a High School for the older and more advanced scholars of this school society." This committee, which consisted of Messrs. Burgess, Mitchell, Barnard, Johnson, Hamersley, Davies, and Gallaudet, was further enjoined to consider the feasibility of consolidating all the school districts wholly or partly within the city limits, with a view to bringing all the schools into one system of superintendence and support. They were to report their views and plans at the adjourned meeting about one month later.

At the adjourned meeting, held in Gilman's Hall on November 5, 1839, the committee presented their views as formulated by Barnard.¹⁷ The plan proposed the establishment of "a separate school for the instruction of such pupils of both sexes as shall have reached the age of twelve or thirteen years, and shall have sustained a proper examination with reference to their admission." The gathering, in accepting this report, voted: "That it is expedient that a Public High School shall be established."¹⁸ Further votes were taken for laying a tax of one cent on a dollar to meet the expense of this school, and for inviting the several incorporated districts "to consider the expediency of dissolving the division of districts within this Society, and of classifying the schools under one system; and, if they shall approve this course, to pass such votes as may be necessary for carrying it into effect." A new committee, of which Barnard was a member, was appointed to carry out this vote. Another resolution which had been passed requested the committee of the School Society to call a special meeting for November 15, to take action on the votes for the public high school and the tax to support it.

Legal notice of the special meeting set for November 15, 1839, gave the purpose, "to lay a tax and adopt such other measures as may be necessary to establish a High School for the older children of the Society." No definite action on the main question was taken at this meeting, held in the City Court Room. The movement met its first stumblingblock. After prolonged discussion, a new committee was appointed to bring in a plan for the union of *four* instead of the three districts, "thereby practically defeating the object."¹⁹ Another committee was appointed to investigate the existing condition of the Hartford Grammar School and ascertain its relations to the higher education of the Society. Then the whole subject was postponed until the next meeting.

When the meeting reconvened in the City Court Room, December 6, 1839, the committee charged with reporting a plan for a four-district union announced a division of opinion on the policy of a Society High School, although they were agreed in recommending a union school for the older children of such districts as should vote to unite to that end. The older children in the outer districts were advised to apply meanwhile for admission to the higher classes conducted in the Center District school and open to them on the payment of a small fee for instruction. The report of the committee on the Hartford Grammar School received attention. Their findings were that the management of the school was practically in the hands of the principal,²⁰ who was charged no rent for the schoolhouse and received five hundred dollars a year from the fund. No pupils were admitted to the advantages of the school except upon payment in advance of six dollars a quarter. In the opinion of the committee this constituted a practical abandonment of the trust imposed on the school. The exaction of fees from all who applied²¹ by what was instituted as a *Free* Grammar School, the committee believed, called for legislative action looking either to annulment of the charter or the modification thereof so as to give the town some share in the management and children of poor parents some advantages of the school.²² It is significant to note that the chairman of a committee appointed to prosecute this matters further, in a town meeting, was John M. Niles, that "same archdemagogue, John M. Niles, who objected in 1838 to paying visitors and attacked every year any State supervision

of schools, opposed the union of the city school districts in Hartford, and circulated a petition to the legislature for the repeal of all laws for teaching any but elementary branches of knowledge." ²³ On reasonable grounds Barnard wished no action to be taken against the Grammar School. For one thing, he opposed such action, as he states, "because in the existing low estimate of the scope of public instruction, there was danger of losing even the limited facilities ²⁴ of higher education which the Grammar School afforded." On his motion another committee, on which he served, was chosen "to confer with the Trustees of the Grammar School in regard to an arrangement to extend the benefits of that school more widely to the older children of the town." The president and other members of the board of trustees were interviewed and gave strong assurances "that when any authority, representing the town, society, city, or any number of united districts, was prepared to maintain a public school of a higher order on a permanent basis, they would be ready to coöperate in sustaining the department, to which the grants of the State and the bequests of individuals had been given, and which they were appointed to administer for the benefit of all concerned." ²⁵ Early in 1838 Barnard had received assurances of the same tenor and hence had abstained in his discussions from making any allusions to classical studies or to the Hartford Grammar School, "believing when this community was prepared to act with liberality in establishing a high school, the Trustees would be quite as far advanced in the same direction." ²⁶

When Barnard, fully occupied otherwise with his state-wide concerns, consented to go on the Board of School Visitors of the Hartford First School Society, he did so with the understanding that his colleagues would thoroughly investigate school conditions in the city and, if the facts warranted, plan for a reorganization. Two inspired reports resulted: the *Annual Report of the Board of School Visitors, of the First School Society of Hartford, for 1840-41.*—Henry Barnard, Chairman; and the *Report of Sub-Committee of Do. on the re-organization of the City Districts.*—Rev. H. Bushnell, Chairman.²⁷ The latter of these documents definitely placed the Reverend Horace Bushnell, D.D., at the head of the local forces seeking to establish a public high school. His name "now assumes a conspicuous place in the history of the high school." ²⁸ Dr. Bushnell's subcom-

mittee report "produced so deep an impression as to lead to an earnest discussion of the whole question in a series of public meetings convened in the several school districts." ²⁹ At his own expense, Barnard had this document printed for free distribution in other cities of the state, "where the same suggestions were applicable." ³⁰ Appended to Dr. Bushnell's communication to the Hartford Board were summaries of the graded systems and high schools of Boston, Nantucket, Charlestown, Roxbury, and Lowell, Massachusetts; and of Portland, Maine; Providence, Rhode Island; Philadelphia and Lancaster, Pennsylvania; Cincinnati, Ohio; Louisville, Kentucky; Buffalo and Geneva, New York; and Brattleboro and Woodstock, Vermont. ³¹

From the statistics gathered in the main *Report*, it appeared that educational conditions in Hartford were not of the best. The city districts with a population of around ten thousand and an enumeration of children between the ages of four and sixteen of 2,342, registered less than one-half of these in the common schools (980 in winter, 869 in summer), while only about one-third were in regular attendance (837 in winter, 607 in summer). ³² Private schools in the city numbered 21, with an average daily attendance of 611, a rate of tuition of from \$14 to \$20, and an aggregate amount of money expended on them by parents of Hartford of over ten thousand dollars annually, a sum two thousand dollars in excess of the sum total then paid by the city districts for school purposes. ³³ It appeared from the data gathered that whereas the amount of \$1,700 was received by the public schools from quarter bills, or taxes on the scholars, payable by the parents or guardians, an equal amount of quarter bills were abated; that 341 parents paid these assessments, while the bills of 433 parents were abated; that the amount of the Grand List of \$207,000 owned by those who paid the quarter bills was \$32,000. ³⁴

Among the conclusions defined in the *Report* were statements that the course of instruction pursued in the district schools of the city was limited chiefly to spelling, reading, writing, arithmetic, grammar, geography, and history, and that in some at least of these branches the proper degree of proficiency was not being attained. The principle introduced by a quarter bill over and above the receipts from public funds and a property tax was found to be operating very inequally, because it held out a

pecuniary inducement to parents to patronize private schools, for thus only could they escape their proportion of the quarter bills of poor children; and because it imposed, upon those who could pay, "a tax equal to all the other taxes in the city, town and state." To realize the net sum which it was necessary to raise from quarter bills, the gross amount had to be figured double, to take care of the abatements; whence it appeared that those who paid the quarter bills were in reality paying also the bills that were abated.

The *Report of the Sub-Committee* prepared by the Reverend Horace Bushnell is a veritable masterpiece. After a general introduction, he fastens attention upon "the heart of our system, the Center School (as it is called) of the city."³⁵ In all the world actually no place but one could compare with this institution, as described, and that was the Black Hole of India.³⁶ The schools of the other two districts were conceded to be in much better condition, but the situation in general was such as demanded a reorganization. The fact that pupils left school at so early an age and discontinued their studies was deplored. The older children were said to become ashamed to remain in "a child's school." This resulted for many of the older lads in their winter of leisure being "spent in vagrant idleness and dissipation." "How obviously would it raise the dignity of all our schools, if they were brought to a head in some higher order of establishment, where a really sound education in the higher branches of knowledge might be obtained." In this section of the report a high school is urged for its good moral effects not only on the older children, but also on the general conduct of the common schools themselves.

A very great cause of depression of the system was stated to be the fact that so many of the Hartford parents took their children from the common schools and sent them to select schools. Lack of special classes for the younger children and the quarter bill situation were asserted to be among the considerations which sent about one-half of the enumerated children to private schools. In general, it was the wealthy and influential class which thus withdrew its patronage from the public schools.

To correct conditions, first of all, a union of the three city districts into one district was proposed. A Board of Control was to be chosen, which should appoint "a Superintendent, who shall

devote his whole time to the schools, and receive a liberal salary." His general duties, as listed, included "the classification of the schools." He was to make out and collect the quarter bills, "if the schools are to be supported in that way."

In the second place, the plan contemplated three grades of schools: "Two high schools, one for boys and the other for girls; three medium schools, one in each of the present districts or sections; and about ten primary schools in the various parts of the city." The high school for boys was to be undertaken at once; that for the girls being postponed—"unless the citizens prefer to start them both together." The high school was to be made free, the expense to be borne by the whole citizenry. Admission to it was to be dependent upon "merit in conduct and scholarship in the medium schools." Applicants were to come from the ranks of the members of the medium schools, pupils who had been in attendance "for some specified length of time." Candidates would be accepted after having been found "on examination by the Board and Superintendent, perfect scholars in certain specified branches of study." A premium was to be put upon regular attendance and proper conduct in the medium schools, by a provision dishonoring and disqualifying for admission to the high school any who were irregular or unruly. Such an arrangement, it was believed, would have a salutary effect upon pupils and teachers alike. Moreover, after a pupil had actually been admitted to the proposed high school, should he fail to measure up to certain prescribed tests there, he would lose his place in the school; "the effect of which is obvious." The studies of the high school were to be Latin, Greek, the higher branches of mathematics, the natural sciences, rhetoric and belles-lettres, and mental and moral philosophy. All was to be taught, in short, that was "necessary to qualify the pupil for entering college, or for the pursuits of commerce, or even for entering on a learned profession with advantage, and a good hope of success." Finally, the high school was to be free, so that the poorest parents of worthy and talented children might see the way clear, should their children pass honorably through the medium schools, "to all the advantages of a good and essentially liberal education, free of expense."

The suggestion was made that if the Trustees of the Hartford Grammar School should be invited to come to the Society's aid

in establishing the high school, with a representation given them on the Society's Board of Control, they would be enabled, "without alienating their trust, to form a valid connection, as a Head Influence, with all the public schools of the city, and so to produce results less distant from the common benefit of the citizens, and more accordant with the precise intent of the donor of that fund, than has hitherto been possible." As precedent for such procedure, similar action by the trustees of the Roxbury Grammar School was cited.

The medium schools proposed by the subcommittee were to cover in grade about what the higher classes in the three district schools then did. The particular organization of this middle department was not detailed.

In the primary schools, instruction was to be given in the alphabet, the elements of spelling and reading, mental arithmetic, and possibly elementary geography. Female teachers and a reasonable limit of numbers of pupils were to be the rule.

The big feature of this *Report* was the high school. The subcommittee saw not why the proposed Hartford High School need be any whit inferior to the Boston Latin School. The good effect of such a school, crowning the system, and drawing all the others "into warmth, and emulation round it" was stressed. Its happy influence on orderliness, good manners, purity, cheerfulness, and the moral principles of youth was suggested. The whole system was to be free. The great evil of so many boys and girls being sent to private schools would be remedied by putting the proposed scheme into effect. The latter part of the document was devoted to a discussion of the "unrepublican" character of private schools and the unwisdom of separations of classes. A "republican" high school, in which the sons and daughters of the rich would mingle with those of the poor, was to be achieved.

Dr. Bushnell's report was accepted as reflecting the views of the Board on the matter of reorganization. The profound effect produced has been spoken of.³⁷ "It can hardly be doubted that this able and elaborate report of Dr. Bushnell developed an amount of interest in the movement which had its final issue in the establishment of our present High School."³⁸

A battle royal appears to have been precipitated. The nine meetings in the three city districts held during the winter of

1842 before the final votes on consolidation were taken, constituted the fields of action. These meetings, wrote Barnard, "will not soon be forgotten by those who participated in the discussions, or witnessed the grim satisfaction which interested taxpayers seemed to take in blows given and returned in a cause so domestic and peaceful, theoretically considered, as that of Education."³⁹ Among the topics and phrases which filled the air were: "vested rights"; "steady habits in the good old ways"; "no taxation for other peoples' children"; "let well enough alone"; "what was good enough for the father was good enough for the son"; "none of your high schools for me." Distinguished men, representatives of many professions and of all other occupations, took part. The issue became clouded by political considerations. The Center and North districts finally assented to the proposition of consolidation, but the South district voted adversely.

The change in the political complexion of the state government in 1842 gave the opponents of the state educational policy, as directed by Barnard, their chance to check him. The new governor, Chauncey F. Cleveland, in his message to the general assembly referred to the board of commissioners of common schools as an experiment. Another experiment had been that of paying school visitors a dollar a day. Cleveland recommended the conclusion of the experiments on the ground that free service was better. "Without questioning the motives of those by whom these experiments were suggested and adopted, I think it obvious that public expectations in regard to the consequences have not been realized and that to continue them will be only to entail on the State a useless expense."⁴⁰

The Joint Standing Committee on Education in the 1842 legislature reported it as their unanimous opinion that certain sections of the law concerning common schools ought to be repealed.⁴¹ Some of the petitions on which the committee acted were presented by Cyprian Nichols and others of Hartford and the existing statutes aimed at specifically were those establishing high schools, or union districts. The committee averred that "those branches ought to be taught which may the most readily be brought into action, and enter into our business concerns."⁴² Reading, writing, arithmetic, English grammar, and geography "are the only studies . . . that ought, in our opinion, to be

taught in our common schools.”⁴³ Since a good knowledge of English grammar, of history, and of the higher branches of mathematics is seldom attained in the common schools, particularly among boys, who from ten to twelve years of age rarely attend more than a winter school of three or four months annually,

it is extremely doubtful whether branches of education of a higher order, tending to qualify our youth for admission into higher seminaries of learning, would be politic, or would come within what is believed to have been the intent of the founders of the school fund, and of those who were promotive of its having been secured to us by the Constitution, for the benefit of the whole people of this state, to be applied solely to the object of common schools.⁴⁴

This section of the Joint Committee's *Report* concludes with the view: “Hence the propriety or expediency of creating by law schools of a higher order, as is provided by those sections of the law, relating to union districts, is doubtful.”⁴⁵ No denial was offered that schools of this character might be formed to advantage in some Societies, “but a general law for that object may also be dangerous.”⁴⁶ “The remedy in such cases can be supplied by associations, or by acts of incorporation”⁴⁷—this is the final suggestion that the whole field be relinquished to select, private, and incorporated schools, the advantages of which in most cases were practically beyond the means of the poor.

The Democratic party, which was now entrenched in power in the state, was gunning after larger game, too. In line with Governor Cleveland's suggestions, the Joint Committee in their *Report* demonstrate that school visitors should serve without pay and intimate that the Board of Commissioners of Common Schools, instituted as an experiment, has not been eminently successful in improving educational conditions. As for the Secretary of the Board, he “has prosecuted with zeal and energy the duties assigned him for four years past,” and the fact “that his labors and services have not been crowned with complete success, cannot be attributed to a want of faithfulness and attention to the subject.”⁴⁸ The expense involved in maintaining this department of education is enlarged upon. A bill for a public act was brought in.

“An Act in addition to and in alteration of an Act concerning Common Schools” now, in 1842, went into the statute book. By

this enactment the chief provisions previously framed by Barnard were swept away. All the sections from 22 to 27, inclusive, relating to union districts, including the "power to maintain a union school, to be kept for the benefit of the older and more advanced children of such united districts,"⁴⁹ were repealed, as were also sections 40, 41, and 42 of the earlier law which had created the Board of Commissioners.⁵⁰ By this legislation the cause of the public high school in Hartford and elsewhere in Connecticut received a serious setback. There still remained in force, however, the sections relating to school societies, under which they had power "to establish and maintain common schools of different grades," the provision ultimately invoked in the establishment of the Hartford public high school.

For about three years after Barnard was legislated out of office and left the state to head the Rhode Island department of education, no action was initiated to revive interest in a high school for Hartford. Then in 1845 a third name was added to the roster of prominent advocates of the institution, that of James M. Bunce. He became interested in the lectures and discussions of the meeting of the American Institute of Instruction held in Hartford in the summer of 1845.⁵¹ He took no active part in the discussions, but attended the sessions and contributed generously to the expenses of the meetings. One of the subjects dealt with was the gradation of public schools in cities. The importance of primary schools serving every neighborhood and of one or more schools of the highest grade catering to those parents who would otherwise patronize private or select schools and providing good advantages to the poorer pupils was stressed.

Mr. Bunce expressed chagrin that so little interest was taken in the lectures, saying, "This ought not to be, and shall not be, if I can help it, on another occasion of the same kind."⁵² A six-day convention or teachers' institute held at Hartford November 16 to 21 inclusive, 1846, was carefully arranged for largely at Mr. Bunce's expense. He it was, too, who offered a one hundred dollar prize for the best "Practical Essay on the necessity and mode of improving the Public Schools of Connecticut, and of adding to the schools in cities a department of instruction in the higher branches of education." Mr. Flavius

Brown was of opinion that Mr. Bunce's interest in the matter of a high school grew out of a visit to the Center District School, which was then (1845) under Principal Gallup, and that "the germ of the High School was in the advanced classes of this school."⁵³ In the fall of 1845 Bunce wrote to Barnard to come back from Rhode Island and resume his educational efforts in his own birthplace (Hartford) and state. Bunce pledged financial and personal assistance. In case Barnard could not accept, he was asked "to tell us what to do and how to do it, to revive the interest which had begun to manifest itself all over the State, and which the disastrous legislation of 1842 had almost extinguished." Bunce expressed the desire "to do something practical for Hartford" and for Connecticut, if possible, under Barnard's direction. In Barnard's reply, he suggests that "out of all this field of work, what you should select to do first and at once, for Hartford, and Connecticut" should be . . . "for Hartford, the establishment of a Public High School with, or without the consolidation of all the city districts into one, and all the schools subjected to a Board of Education acting through a superintendent."⁵⁴ A detailed scheme of procedure for stirring up interest of the parents and the citizens generally follows.

The Hartford First School Society in 1846, embracing ten districts, consisted of twenty common schools and several African schools. Three of the districts were reported "subdivided into separate schools for the purpose of classification, viz., into primaries for the reception of young pupils, into secondaries for those more advanced; and each district having a higher school of the general grade of an academy, where all the branches of a very thorough English education including most of the more important sciences, are taught. . . ." ⁵⁵ These "higher" schools were not separate buildings, but merely classes of the more advanced pupils in the district schools.

No small detail was left unattended to in paving the way for a revival of interest in the high school plan. Mr. Bunce first suggested to Barnard the preparation of a lecture to be delivered throughout the state. Barnard declined partly because of pressure of duties in Rhode Island and partly because it appeared wiser to offer in the form of a premium for a prize essay the sum which Mr. Bunce had proposed to pay. This was made the occasion for interesting Professor Porter of Yale. The

second clause in the essay title was not in it as originally written, having been added at Barnard's suggestion.⁵⁶ Porter's essay was awarded the prize by the judges, Reverend George Burgess and Dr. Thomas H. Gallaudet. Among other proposals the essay advocated the public high school for Hartford.⁵⁷

As a part of the program to arouse the public mind, an institute or convention of the teachers of Hartford county was painstakingly prepared for with the assistance of Reverend Merrill Richardson and held, with great success, in November of 1846. Mr. Bunce now set himself with great determination to the exclusive task of securing the establishment of the high school. His business partner at the time stated that for more than a year, and even after the high school had actually opened, Bunce devoted his whole time to the undertaking. The legislature of 1842 had inadvertently permitted to remain in the law the clause which empowered the school society to set up different grades of schools. The campaign to get the Hartford Society to act to set up a higher grade school was planned with infinite care.

First in the order of trial, the plan of a Public High School, which we first proposed in 1838, was revived. No pains were spared to inform and interest the public in the enterprise. Public meetings were held, in which elaborate and animated debates were conducted by the most prominent speakers of the city. Individuals were seen and conversed with. The ignorant were informed; the indifferent aroused; the rich were made to see that property would be more secure in a well-educated community; and the poor, to feel that they could not have the advantage of good schools, without these schools were also cheap. The public press was enlisted, and pamphlets published and distributed, in which the whole subject was fully explained. Seldom has the public mind of Hartford been more deeply interested in any enterprise. . . .⁵⁸

A two-thirds majority for the establishment of this school of a higher order must under the law be obtained. The morning papers on New Year's Day, 1847, carried notice of a meeting scheduled for January 5. This convened at the Center School as a public gathering of citizens favorable to the proposed plan. Amos M. Collins was appointed chairman. As the result of the suggestions of N. H. Morgan and David F. Robinson, it was resolved

to be expedient to establish a High School in the First Society of Hartford, and that the Society's Committee be called on to notify a special meeting for the consideration of the subject.⁵⁹

This meeting followed swiftly, on January 11, 1847. A great outpouring of the legal voters of the Society attended. The purpose of the meeting was stated: to appoint a committee to look into "the expediency of establishing a Public High School of a grade higher than the District schools, the number of children of both sexes of proper age and attainments to attend, the cost," and similar phases of the enterprise—the committee to report at a future meeting. The motion was carried "with unprecedented unanimity." "The enthusiasm of the meeting," wrote Barnard, "was all on one side, and the chief speaker in opposition, who from all his antecedents ought not to have been there, declared to me that after the first five minutes he never spoke to judge, jury, or popular meeting, with so little hope of making a favorable impression . . . 'and the worst of it was, the clergymen had studied the subject so thoroughly, they beat me both on the law and the facts.'"⁶⁰ The essential features of this resolution were that the committee was to have in mind a public high school, in which the studies usually taught in schools of like character and not obtainable in the district schools were to form the curriculum. The school was evidently to be a coeducational one. The vote adopted further called for inquiry as to whether, or on what terms, the funds of the Hartford Grammar School could be made available for the support of the proposed high school.⁶¹

After several weeks of investigation and deliberation, the majority of the committee, through Reverend George Burgess, brought in a report at the special meeting of the Society held at the City Hall, March 1, 1847. After a lively discussion of the first recommendation of the committee, calling for a "free high school," the meeting was adjourned to March 8, 1847, when the final vote establishing the Hartford High School was taken. On this date "the largest assembly ever convened in the city for municipal action"⁶² came together. The Society voted to

proceed to establish a free High School for instruction in the higher branches of an English, and the elementary branches of a classical education, for all the male and female children of suitable age and acquirements in this Society who may wish to avail themselves of its advantages.⁶³

The second resolution, moved and adopted, provided for a building committee to attend to all matters relating to housing the

Society's "public English and Classical High School." They were empowered to proceed at once "to remodel, fit up, or erect" a building suitable to accommodate "not less than 250 scholars of both sexes." They were further to "provide suitable chemical, philosophical, and astronomical apparatus." The whole plant was to come within a sum total of twelve thousand dollars.⁶⁴ The third motion carried related to borrowing necessary funds. The fourth vote was:

That a committee of nine, consisting of Rev. Dr. Burgess, Rev. Dr. Bushnell, Rev. Mr. Turnbull, James M. Bunce, Francis Parsons, Gurdon Robins, Wm. J. Hamersley, and N. H. Morgan, be appointed to make, if practicable, such agreement with the Trustees of the Grammar School, as, in their opinion, shall be just and reasonable, for making the funds of said Grammar School available for the support of the High School, or some department thereof; also that the action of the committee in these premises be binding upon the Society.⁶⁵

These votes were passed separately after some attempt to amend the first one providing a free high school, and to the motion appropriating twelve thousand dollars "nearly two thousand voices uttered a responsive 'Aye.'"⁶⁶ When it later appeared that this original appropriation would lack \$2,250 of the sum needed to place the school on as liberal a basis as was desired, the deficiency was made up by members of the building committee, Mr. Bunce furnishing one thousand dollars, and Mr. Robinson and Mr. Collins, five hundred dollars apiece.⁶⁷

On August 6, 1847, the erection committee gave notice that the high school building would be ready for occupancy before the end of the year. They were then authorized "to employ teachers, and make such other arrangements as were necessary for the opening of the school."⁶⁸

At the annual meeting of the Society on October 29, 1847, the committee announced the completion of the high school building and the appointment of Joshua D. Giddings of Providence, Rhode Island, as the first principal. It was also reported that arrangements had been made with the trustees of the Hartford Grammar School whereby they would supply and pay the salary of a teacher for the Classical Department.⁶⁹ By this agreement with the Grammar School management "that institution was practically incorporated with the High School, to form its Classical Department."⁷⁰ A limit of thirty-five pupils was

set for the share of the Grammar School support.⁷¹ The committee's report concluded with an appeal to the Society "to sustain the work so conspicuously begun, by appropriations liberal enough to make the school of the highest advantage to our children and to the credit and profit of the community in which we live."⁷² At this meeting a vote was passed empowering the committee "to organize the said school at the earliest practicable time; to make all necessary rules and by-laws for its regulation; to determine the qualifications of the scholars who are desirous of being admitted thereto, either by themselves or through such persons as they may appoint for the purpose. . . ." ⁷³ It was provided that "no [Hartford] scholars are to be admitted for pay."⁷⁴

On the first day of December, 1847, the institution which Barnard and Bunce and Bushnell and the rest had worked for and fought for so patiently and persistently was ushered into formal existence. In his dedicatory address, Barnard outlines a liberal conception of public high school education in its interrelations with social requirements. Said he:

The course of instruction which is here provided for the physical, intellectual, and moral training of the pupils, resting on the solid basis of thorough systematic teaching in the schools below, which its plan of admission by open examination in certain specified requirements will help to secure, and the want of which in any of the lower schools will be sure to be exposed, in the failure of its candidates to gain admission here,—and rising and spreading out into all of those studies which in one direction take hold of all the occupations of society, the farm, the workshop, the counting-room, the deck, the home, and on the other, discipline and inform the mind, and fit it for the acquisition and retention of all sound learning, and for the perception and assimilation of truth and beauty in all the works of God, as unfolded in our colleges and still higher seminaries—such a course of study seems to be eminently judicious. It meets the demands of our age for an education in science which shall make the wind and the stream, and the still more subtle agents of nature, minister to our material wants, and stimulates in all directions, the inventive faculties of man, by which mere muscular toil can be abridged, and made more effective. At the same time it does not ignore those apparently less practical studies, especially the mathematics and classics, which the gathered experience of successive generations of teachers, and the profoundest study of the requirements of the mind of youth, and the disciplinary and informing capabilities of different kinds of knowledge, have settled to be the best, although not, as I hold, the only basis of a truly liberal scheme of general or professional education.⁷⁵

The new "Public High School" building of the Hartford First School Society had been erected at the corner of Asylum and Ann streets. Hither Mr. William B. Capron, who had recently been elected principal of the Hartford Grammar School, came with his scholars to form the classical department of the establishment,⁷⁶ and with Mr. Giddings as principal of the whole "English and Classical High School," the institution began to function.

It is not surprising to note that the school had not yet actually emerged; for several years it continued in "the chrysalis state."⁷⁷ Not yet was its organization regularly formulated. The first pupils were registered under the date of the "6th Dec., 1847."⁷⁸ On the first page of the original *Register* begins the alphabetical list of pupils under the heading "Members of the Hartford Grammar School."⁷⁹ The first recorded name is that of "Adams, W^m. C.," sixteen years old, who entered December 6 "to remain" four months. He pursued an "L[atin] & E[nglish]" course and left the school on March 11, 1848.⁸⁰ Others entering on the first date were aged fourteen, fourteen, seventeen, fourteen, twelve, seventeen, twenty, and eleven, respectively, and were scheduled "to remain" "2½ yrs.," "1½ yrs.," "1⅓ yrs.," "2 yrs.," "4 yrs.," "1⅓ yrs.," "6 mo.," "4 yrs.," "9 mos.," and so on. As indicating the "republican" character of the school, the *Register* reveals a variety of "professions" followed by the parents of the first pupils, including those of tailor, cashier, merchant, M. D., cabinet maker, agent, butcher, carriage maker, clerk, attorney, grocer, City Clerk, house trader, hatter, joiner, mason, bookseller, insurance officer, plater, blacksmith, baker, jeweller, president of bank, teamster, clergyman, printer, gardner, College President, carpenter, farmer, innkeeper, coal merchant, mechanic, and others.⁸¹

The high school committee called into being by the Society vote on October 29 organized November 1, 1847, with Amos M. Collins as chairman, Thomas Belknap as clerk, and A. M. Collins, D. F. Robinson, and James M. Bunce constituting the executive committee.⁸² The first *Rules and Regulations of the Public High School* were published in printed form in 1848. Regarding admission to the school, applicants "not under twelve years of age, and belonging to the First School Society," were to be admitted on furnishing a certificate of good moral character from their last teacher or from a member of the school visiting committee, and

on passing a satisfactory examination in spelling, reading, writing, arithmetic, geography, grammar, and history of the United States. In case more qualified for entrance than could be accommodated with desks, "then those who pass the best examination, shall have the preference, and the others shall be entitled, in like manner, to the desks as they may become vacant." ⁸³

Section six, chapter four, of the general regulations deals with the course of study and instruction in the high school. To make sure the proper preparation of pupils that they might profit by the strictly high school studies, there was called for "firstly, a review of the studies, in which pupils were examined for admission to the school, and such further instruction in these branches as shall be deemed important"; secondly, the subjects which were more appropriate to a high school: ancient geography, ancient and modern history, constitution of the United States, algebra, geometry, bookkeeping, rhetoric, composition, declamation, intellectual and moral philosophy, political economy, natural theology, evidences of Christianity, trigonometry, astronomy, surveying, navigation, mensuration, natural philosophy, linear drawing, physiology, chemistry, and "the Classical Text Books, preparatory to college." If there were a sufficient number of pupils in the school wishing to study French or other modern languages to furnish reasonable compensation to a competent teacher, it was stated that such teacher would be employed, but this would be done "at the expense of the pupils." ⁸⁴ How these studies were organized into three courses, ⁸⁵ the four-year English course, the two-year Partial course, and the four-year Classical course, is shown in Table II.

The High School Committee described the first course as embracing the subjects essential to a thorough practical education for either a boy or a girl. They believed it to contain a sufficient variety of subjects to qualify the graduated student creditably and successfully to occupy "any place in society or business." The second course was designed to afford to those whose time for education was short an opportunity to secure such elementary knowledge as would fit them "to enter upon and successfully pursue the ordinary business of life." The classical course was purely a college preparatory one. Parents or guardians were asked to designate specifically on forms furnished them which of the three courses they desired their children to pursue. ⁸⁶

TABLE II

HARTFORD HIGH SCHOOL: OUTLINE OF STUDIES, 1848

A. ENGLISH COURSE

Completed in Four Years

First Year

*Theory and application of Arithmetic and Algebra
 *English Grammar, Analysis of Language
 Orthography and Definition
 **History and Geography of the United States
 *Penmanship
 Instruction in Vocal Music

Second Year

*Arithmetic completed; Algebra continued
 Geometry commenced, or, at option, Bookkeeping
 *English Grammar applied
 **Etymology, or the connection of the English, with the
 Latin and Greek Languages
 History and Geography of England
 *Art of Reading, with Orthography and Definition
 Essay and Epistolary Writing

Third Year

Geometry completed; Mensuration, Plane Trigonometry
 Rhetoric and Logic
 *Elegant Readings of English Classics
 **Etymology continued
 History of England and France (contemporaneously)
 **Natural Philosophy
 Essay and Miscellaneous writing and Declamation

Fourth Year

Astronomy or Surveying
 History of Literature (lectures)
 **Intellectual and Moral Philosophy
 Physiology with Natural Theology
 Political Economy (lectures)
 Evidences of Christianity (lectures)
 *Ancient History and Geography
 **Chemistry

*To be pursued by the students of the Classical Course.

**To be omitted by those young ladies who prefer to study
 the Latin Language in the Classical Course.

B. PARTIAL COURSE

Completed in Two Years

The studies of this Course coincide with those of the first two years of the course first named, except, that in the second year Bookkeeping and Penmanship take the place of Geometry.

C. CLASSICAL COURSE

Completed in Four Years

First Year

The English studies marked thus (*) of the 1st year in the course first described.

Latin commenced—Weld's Latin Lessons and Reader, Andrews and Stoddard's Latin Grammar, Viri Romae commenced, Krebs' Guide for writing Latin commenced.

Second Year

The English studies marked (*) of the 2d year in the course first described.

Latin continued—Viri Romae, Cornelius Nepos, Cicero's Orations commenced, Krebs' Guide.

Third Year

The English studies marked as before (*).

Latin continued—Cicero's Orations, Virgil commenced, Krebs' Guide.

Greek commenced—Sophocles' Greek Grammar, Colton's Greek Reader (select portions), Xenophon's Anabasis commenced.

Fourth Year

The English studies marked as before (*).

Latin continued—Virgil, Sallust, Krebs' Guide.

Greek continued—Xenophon's Anabasis, (three books).

Homer's Iliad (two books), Exercises in writing Greek.

Translations from Greek into Latin and vice versa.

Review of Classical Studies.

Mr. Joshua D. Giddings, the first principal of the Hartford public high school remained only one term,⁸⁷ resigning in April, 1848,⁸⁸ on account of ill health.⁸⁹ The school had opened amid a good deal of popular enthusiasm, prophetic of the future success of the institution. The building, prepared according to the original instructions to the committee, had accommodations for but 250 pupils. At the opening of the first term, 286 applicants presented themselves for examination, of whom 220 were admitted to both departments.⁹⁰ As has been indicated, the *Register* disclosed that "hardly any families were too aristocratic to be represented in the free High School."⁹¹ All were evidently taking advantage of the opportunity for the first time offered in Hartford. One of the statements made during the discussions earlier in 1847 leading to the establishment of the school had been: "A good English education can not be obtained in the city for any price. The article is not in the market."⁹² This statement was no longer a valid one.

Mr. Thomas K. Beecher, the second principal, began his term in June, 1848, and remained until July, 1850.⁹³ The next two incumbents, McLauren F. Cook, M. D., and Cephas A. Leach, later editor of the *Sedalia Times*,⁹⁴ Missouri, remained in charge but one term each.⁹⁵ Thus, in the first three years, the school had four principals.⁹⁶ No diplomas were issued to the students, nor were there any special forms of graduation until 1854.⁹⁷ The school *Register* until that date does not indicate clearly who completed the course of study.⁹⁸

At a special meeting of the Board of Visitors of the Hartford First School Society, held March 24, 1851, a new set of rules and regulations was adopted.⁹⁹ Provision was now made for the admission of new pupils into the high school at three different times besides the opening of the school year, viz., on the Monday following the Thanksgiving, the April, and the August vacations. Twelve years was continued as the minimum age limit for applicants. Subjects for entrance examination remained as previously, but a new rule decreed that no pupils from the district schools were to be considered candidates for admission to the high school, unless they were "members of the first class of the First Department in such schools." Discretionary power was lodged with the acting visitor or visitors and the principal to admit "applicants of advanced age, who are unable to attend the

school the whole year, and who are desirous of pursuing some one or two branches exclusively, that they may fit themselves for a specific employment," provided that on examination they were found to be qualified to enter some existing class and that no new classes should be formed for their accommodation, unless it could be done without injury to the school. No pupil was to be permitted to enter upon "the *studies proper*" of the English department of the high school "until the *preparatory* branches shall have been thoroughly and satisfactorily reviewed." The classical department was described as "the Institution heretofore known as the *Hartford Grammar School*, united with the Public English High School." This arrangement had provided for "a special classical teacher, without expense, for those pupils in the English Department who desire to study the Latin and Greek languages, and it also gives, without expense, to young men preparing for college, the advantage of special instructors in the English branches."¹⁰⁰ The studies and textbooks in both departments, as organized in 1851, are shown in Table III.

The board of school visitors in February, 1851, reported an improvement in the general condition of the schools of the Society.¹⁰¹ The primary schools, to which children went upon reaching the age of four years,¹⁰² were maintaining a higher standard due to the influence of stricter requirements for admission to the upper departments in the system. Conditions in the higher departments had improved. Especial reference was made to "the three *Grammar Schools* (as they might be termed in conformity with the current phraseology elsewhere)," the Center School, the North School, and the South School. Of the High School it was indicated that "the range of its studies is gradually enlarging." The *Report* remarked that unfortunately "this Institution has been kept by circumstances in the chrysalis state almost from its commencement." The changes of administration, referred to above, were mentioned as one factor which had necessarily restrained its natural progress and development. The union of the various independent committees which had been exercising oversight of the interests of the high school was advocated. The Board seemed to be of the opinion that the establishment of the high school had exerted a beneficial influence reaching down through the lower grades to improve and systematize instruction.

TABLE III

HARTFORD HIGH SCHOOL: STUDIES AND TEXTBOOKS, 1851

ENGLISH DEPARTMENT		
YEAR *	STUDIES	TEXTBOOKS
1	Elocution, embracing Reading and Declamation	Russell's American School Reader
1	Orthography	Worcester's Dictionary
1, 2	English Grammar	Greene's Analysis (Wells's Grammar permitted)
1, 2, 3	Composition	Parker's Aids
2, 3	Algebra	Loomis's
1	Higher Arithmetic	Thomson's
1, 2, 3	Moral Science	Manual of Morals
1	Descriptive Astronomy	Mitchell's, Burritt's
1	Constitution of the United States	
1	Physiology	Cutter's, with plates
1, 2	Natural Philosophy	Comstock's
2	Vegetable Physiology	
2	Geography, Physical	Guyot's
2	Use of Globes	
3	Geography, Ancient	Mitchell's Maps
2	History of England	Pinnock's Goldsmith
2	History, General	
3	History, Ancient	
2, 3	Rhetoric	
2, 3	Geometry	Loomis's
3	Conic Sections and Logarithms...	Loomis's
3	Trigonometry, applied to Surveying and Mensuration	Loomis's
3	Comparative Physiology	
3	Botany	Wood's, Gray's Flora
3	Philosophy of Natural History ...	Smellie's
3, 4	Intellectual Philosophy	
4	Meteorology (Elements)	Brocklesby's
4	Geology (Elements)	Hitchcock's
4	Navigation	
4	Chemistry (Elements)	Gray's
3, 4	Logic	
3, 4	Natural Theology	
4	History of Literature	
4	History of Civilization	
4	Spherical Trigonometry	
4	Mathematical Astronomy	
4	Philosophy of History	

* Arabic numerals indicate school years in which studies were pursued.

TABLE III—(Continued)

ENGLISH DEPARTMENT		
YEAR *	STUDIES	TEXTBOOKS
4	Butler's Analogy	Any book containing approved prepared copies Winchester or Foster
	Penmanship	
	Bookkeeping	
	Drawing	
	Music	

* Arabic numerals indicate school years in which studies were pursued.

CLASSICAL DEPARTMENT *	
Andrews and Stoddard's Latin Grammar	
Andrews' Latin Reader	
Arnold's Cornelius Nepos	
Virgil	
Andrews' Sallust	
Folsom's Cicero's Orations	
Krebs' Guide for Writing Latin	
Sophocles' Greek Grammar	
Crosby's Greek Grammar	
Owen's Xenophon's Anabasis	
Felton's Homer's Iliad	
History of Rome	
History of Greece	
Ancient Geography	
Anthon's Classical Dictionary	
Andrews' Latin Lexicon	
Liddell and Scott's Greek Lexicon	

* If classical studies are pursued, of course some English branches must be omitted.

In July, 1851, Mr. Thomas W. T. Curtis, who later became principal of the New Haven public high school, began his ten-year term as the fifth principal of the school.¹⁰³ In 1852 the Board of School Visitors found that it could "bear decisive and cordial testimony to the progress and efficiency of this institution, under its present able and judicious management."¹⁰⁴ During this year an attempt was commenced to confine the high school more closely to its legitimate functions, by slightly increasing the

demands on the attainments of candidates for admission to it.¹⁰⁵ The rule of the preceding year, under which four annual admission dates were maintained, was modified so that thereafter but two examinations for entrance were set yearly. It had been found that the too frequent admissions of new members prevented the continuity in the conduct and activities of the school which was so essential to its success. The "Grammar schools," also, were greatly disturbed by the too frequent efforts of their pupils to gain a premature admission to the school of higher grade. Where so many of these were likely to fail for lack of the necessary qualifications, the Board felt that it was undesirable that the minds of these pupils should be so often "agitated by efforts to gain, or by disappointment at having lost, the coveted position."¹⁰⁶

The *Report* of the Board reflects "an undue degree of restlessness and anxiety, in certain quarters"¹⁰⁷ on this subject of admissions to the high school. Apparently many instances had occurred of children with the encouragement of parents and guardians trying to gain entrance to the school before having completed "the Grammar school course." The public were clearly notified of the bad effect upon the pupils and the school, of entrance in advance of adequate preparation. It was now definitely stated that "the course of instruction prescribed for the High School, assumes that they (the "branches which the district school professes to teach" and which were the subjects in which candidates for admission to the high school were examined) have already been mastered." The liberal policy adopted at the outset of the venture would have to be modified in the interests of the successful organization of the establishment as a high school. The too limited attainments of its members up to the date of the change had constituted one of the most formidable obstacles to the success of the institution. The numbers in attendance upon its sessions had been rated as the standard for judging the school. Pupils had been admitted on the basis of a forty per cent passing grade in the examinations on what they had acquired in the first departments of the district schools. Even under that "very accommodating rule of admissions" it had been found that during the previous four years only about thirty-eight per cent of the applicants qualified. These pupils were from the city schools. The schools outside the city bounds were in many

cases so loosely organized and imperfectly systematized that it was impossible for their pupils to obtain the standing required for admission to the Society's high school. The Board, however, were of the opinion that this oppressive circumstance should not be taken as the occasion for disorganizing the high school and turning it back into "a second grade grammar school." Two solutions were suggested: either that the schools in question attempt to grade up more strictly by employing more amply qualified teachers; or that such a consolidation of the schools of the society or town be effected as would give the pupils the same advantages as those of their best grammar schools.

The 1852 *Report* called attention to improvements made during the year in the appointments of the high school building, including the fitting up of a chemical laboratory and the addition of new apparatus and a cabinet of minerals. The "enterprise and enlightened policy" of Charles Shepherd, Esquire, chairman of the High School Committee, had secured for the society "these highly important advantages."¹⁰⁸ It should be stated here that the original Building Committee, consisting of Amos M. Collins, D. F. Robinson, T. Belknap, James M. Bunce, W. Pease, Jr., Edward Button, and E. D. Tiffany, had made generous provision of scientific apparatus at the outset within the limits of the society appropriation of \$12,000 and about \$2,250 from their own pockets. More than eight hundred experiments were possible with the original equipment supplied in the high school.¹⁰⁹ The subjects provided for were mechanics, pneumatics, hydrostatics, electricity, galvanic magnetic and electro magnetic, and optics. Of separate pieces the air-pump cost \$85; one electrical machine was listed at \$50; a compound blow pipe at \$60; and for teaching practical surveying and the elements of engineering, an English-made theodolite was provided at a cost of \$200.¹¹⁰ These expenditures which would not seem excessive to-day will appear remarkable when it is considered that the smallest amount mentioned above would easily supply the average district with a summer school for two years, while the largest figure exceeds by from \$75 to \$40 the total expenditures for 1852 in each of four of the districts of the town of Enfield, and is more than double the amount spent during the year in each of nine other districts, being nearly four times the sum expended for all public school purposes by district number 11.¹¹¹ Such comparative

figures are an indication of the scale on which the establishment of the Hartford Public English and Classical High School was fitted out.

In 1853 the whole number registered at the high school was 174, with an average of 116 and an average daily attendance of 108. The faculty now consisted of five members, three men and two women.¹¹² In July, Mr. William B. Capron resigned as principal of the Grammar School and head of the classical department, being succeeded by his brother, Samuel M. Capron,¹¹³ who was the last to be designated as principal of the Hartford Grammar School.¹¹⁴ The board of visitors continued to express pride in "the success, character and condition" of the society's "admirable" high school. They pledged confidence in its usefulness and reiterated their conviction that "no efforts to lower its scholarship or requirements for admission ought to be allowed." The aim should be "rather to elevate both."

In 1854 the first regularly graduated class went out. Under the law of 1856 the Hartford Society High School became the *town* high school. In 1857 the Board of School Visitors voted to extend the course of study from four years to five; and in consequence there was no graduating class in that year.¹¹⁵ The school was now on a solid basis, and was, in 1858, apparently satisfying the requirements of the citizens. High praise was accorded the institution by the school visitors. The five-year course was said to embrace "many branches pursued in our highest seminaries."¹¹⁶ Rules and regulations adopted March 11, 1858, show no change in conditions for admission. In the studies to be pursued in the high school, French and German were now offered as a regular part of the school work. The complete list was English grammar, English literature, rhetoric, logic, history, intellectual philosophy, drawing, French, German, Latin, Greek, botany, zoölogy, physiology, physical geography, natural philosophy, chemistry, geology, arithmetic, bookkeeping, algebra, geometry, conic sections, trigonometry, including surveying and navigation, analytical geometry, mathematical astronomy, political economy, Guizot's history of civilization, moral science, natural theology, evidences of Christianity, and Butler's Analogy.¹¹⁷ The organization of these subjects by classes and terms had now (1858) been effected, as shown in Table IV.¹¹⁸ The classical course remained a four-year one.¹¹⁹

TABLE IV
HARTFORD HIGH SCHOOL: CURRICULA, 1858

Class	ENGLISH DEPARTMENT		
	Summer Term	Fall Term	Winter Term
Fifth	Constitution of U. S. Constitution of Conn. Arithmetic and Algebra Physiology	English Grammar and Rhetoric Algebra <i>Zoölogy, Latin, or Greek</i>	English Grammar and Rhetoric Algebra <i>Ancient History, Latin, or Greek</i>
Fourth	Geometry Botany <i>French, German, Latin, or Greek</i>	Geometry Modern History <i>French, German, Latin, or Greek</i>	Geometry Modern History <i>Book Keeping, French, German, Latin, or Greek</i>
Middle	<i>Conic Sections</i> Natural Philosophy <i>French, German, Latin, or Greek</i>	English Language and Rhetoric <i>Trigonometry</i> Natural Philosophy <i>French, German, Latin, or Greek</i>	English Language and Rhetoric <i>Trigonometry</i> Chemistry <i>French, German, Latin, or Greek</i>
Junior	English Literature <i>Political Economy</i> <i>Guizot's History of Civilization</i> Geology <i>French, German, Latin, or Greek</i>	English Literature <i>Analytical Geometry</i> Physical Geography <i>French, German, Latin, or Greek</i>	English Literature <i>Analytical Geometry</i> Intellectual Philosophy <i>French, German, Latin, or Greek</i>
Senior	Logic Mathematical Astronomy <i>French, German, Latin, or Greek</i>	Logic Mathematical Astronomy <i>French, German, Latin, or Greek</i>	Reviews <i>French, German, Latin, or Greek</i>

There are recitations every Monday morning in Wayland's Moral Science, Paley's Natural Theology, Evidences of Christianity and Butler's Analogy.

The Studies in Italics are optional.

Rhetoric during the Winter Term, and Ancient History are optional for members of the Classical Department.

(Table continued on p. 92)

TABLE IV—(Continued)

Year	CLASSICAL DEPARTMENT		
	Fall Term	Winter Term	Summer Term
First	Andrews and Stoddard's Latin Grammar Harkness', Arnold's First Latin Book	Andrews and Stoddard's Latin Grammar Andrews' Latin Reader, or Andrews' Viri Romæ Exercises in Latin Prose Composition	Latin Reader, or Viri Romæ Exercises in Latin Prose Composition
Second	Andrews' Caesar Exercises in Latin Prose Composition Kühner's Elementary Greek Grammar	Caesar Arnold's Latin Prose Composition, continued through the remainder of the course Kühner's Grammar Xenophon's Anabasis Exercises in Greek Accentuation, continued through the year	Cicero's Orations Xenophon's Anabasis
Third	Cicero's Orations Xenophon's Anabasis Ancient Geography and History continued through the year	Cicero's Orations Xenophon's Anabasis	Virgil's Æneid Xenophon's Anabasis
Fourth	Virgil's Æneid Translations from Latin into Greek and vice versa Xenophon's Anabasis Arnold's Greek Prose Composition continued through year Ancient Mythology and Antiquities, continued through the year	Virgil's Bucolics and Georgics Sallust Homer's Iliad	Homer's Iliad Review of studies

Table V shows for the years 1858, 1859, 1860, and 1861, the number of pupils reported by the school visitors as actually pursuing the several studies listed.¹²⁰ A noteworthy feature is the evident stress laid upon moral science, a required study for the whole school.

TABLE V
CLASSES ORGANIZED IN HARTFORD HIGH SCHOOL, 1858 TO 1861

STUDIES	NO. OF PUPILS			
	1858	1859	1860	1861
Moral Science	161	197*	264*	220
Algebra	156	124		130
Rhetoric	141			
Latin	125	c. 65	111	92
French	95	103	63	66
Physiology	72		107*	175*
English Literature	71		37	26
U. S. Constitution	71		103*	
Geometry	63		63	62
Botany	45	58*	48	74*
Greek	41	c. 25	29*	29
Natural Theology	37	65*	63	58
Zoölogy	36	36	53	12
Evidences of Christianity.	24	18	40	25
German	23	10		16
Natural Philosophy	22	41	54*	50
Bookkeeping			22	228*
Astronomy	17	6	14	23
Logic	15	6	8	8
Chemistry	11	13	31*	20
Physical Geography	10	48*	10	16
Conic sections	5			
Trigonometry with its application to survey- ing and navigation....	5			
Intellectual Philosophy .	1	8	8	22*
Geology		12	13*	16*
Butler's Analogy				25

* Increase over preceding year.

In 1860 the whole number of pupils registered at the high school was 322; the highest daily attendance was 247.¹²¹ Four male and five female teachers, three of the latter being on part time, constituted the corps of instructors. Of the studies, in-

creased stress was being laid on reading and spelling as a review for the younger classes. Drawing as a practical accomplishment was taught to the whole school by Professor Bail of New Haven. The general principles of bookkeeping had also been made a study for the whole school, on the ground that every person should acquire a sufficient knowledge of this art to enable him to keep common and domestic accounts correctly. The advisability of pursuing any one of "the higher commercial methods" as a branch of school instruction was questioned on account of their diversity. The twofold aim of the course of study was to impart useful or practical knowledge and to develop and strengthen the powers of the mind. Nothing was done for mere ornament or show, but everything to prepare young folks for the details and duties of practical life. To this end the plan followed was to attend to the cultivation of the whole natures, physical and moral as well as intellectual, of these young people. The gymnasium in the attic of the school was the constant scene of activities of both girls and boys. In the daily routine of teaching no fitting opportunity was let slip "to lead the thoughts of the pupils from the seen and perishable to the unseen and eternal," and "as a more direct moral instrumentality" certain texts in moral science, natural theology, and the evidences of Christianity were studied.

There were 22 graduates in the class of 1860.¹²² The five-year course plan had not worked out to the entire satisfaction of everyone.¹²³ It was noted that but a small proportion of the pupils remained to complete the five years of work. Many left at the end of four years, and, in fact, all along in the course pupils were dropping out, as business or inclination induced them to leave. Even though this was the case, there was no hint of any intention on the part of the authorities to lower standards. That there had recently been some outspoken criticism of the character of the school is indicated by the acting school visitor's report for 1860. To meet "sundry charges . . . against the character of the school, tending, if accredited, to bring it into disfavor, and impair the confidence of its friends in its utility and worth," Mr. Francis Gillette, the acting school visitor, "felt called upon to meet these charges with a calm statement of facts relative to the management and condition of the school, in a published series of articles, which are appended to this report."¹²⁴

One of the exceptions taken to the school by its critics was that the standard of admission was too high and the course of study too long to suit the public wants. In the language of one of the orators at the public meeting where the charge was preferred: "The High School has got too high for the people, and the aim seems to be to make it a kind of *one-horse* college." Mr. Gillette answered the charge by demonstrating that not only was the number of studies required for admission small, but furthermore, an applicant would be permitted to enter on the basis of a fifty per cent attainment in the examinations and in some cases with a knowledge of less than half the subject matter set as a requirement. As a result, "nearly one whole year" of the high school course had to be taken up with the very branches which should properly be thoroughly acquired in the preparatory schools. This furnished the explanation of the lengthening of the high school course to five years, "in order to afford the advantages for gaining a thorough education adequate to all the purposes of practical life; at the same time leaving it optional with each member to take just as much or as little of the course as he and his friends may choose."¹²⁵ The acting school visitor contended that it would hardly be possible to make the standard of admission lower, and open the doors of the high school wide, without destroying its distinctive character and merging it into a mere common school.

Another grave charge made against the high school was that arbitrary power had been exercised and great injustice done in expelling delinquent pupils, thus turning them into the streets, much to their own injury and to the mortification and grief of their parents and friends.¹²⁶ This Mr. Gillette showed to have practically no basis in fact. He pointed out that it would be strange indeed if human nature should not exhibit some of its dark and unamiable phases "in a city-school which registers the names of 322 different pupils for the year, of all ages from twelve to twenty, coming from a great variety of homes and home influences." Yet in the preceding three years only six pupils had actually lost their connection with the school through misconduct or deficiency in study, and several of these had been restored on promises of amendment and the intercession of friends.

Injustice to children resident in the society was charged, in the admission of out-of-town pupils. Another allegation stated

that "while the sons and the daughters of the rich and aristocratic are welcome to the High School, the children of the poor laborer and mechanic are cruelly thrust aside."¹²⁷ The final charge was that "the school is exorbitantly expensive, the salaries of the teachers are too high and the whole cost of the institution is extravagantly large." Against all these Mr. Gillette offers an eloquent defense.

It may have been that the accusations leveled at the school resulted in the complete change in its management, which soon occurred. Mr. Thomas W. T. Curtis, under whom the school had prospered for a decade, severed his connection in April, 1861.¹²⁸ The records show that of the eight other teachers, four left in April, 1861, and three in July, 1861, leaving of the group only Mr. Samuel Capron, the Grammar School principal.¹²⁹ Mr. Curtis went as second principal of the New Haven Public High School, which had been opened in 1859. One of the resigning Hartford teachers went with him as Mrs. T. W. T. Curtis. During the 1861 summer term the school was without a principal, but Mr. Capron consented to a nominal recognition as its head and guided the institution safely through the dangers which beset it.¹³⁰ In September, Mr. Hiram A. Pratt, previously at the head of the Suffield Literary Institute, was appointed to the principalship of the Hartford High School.¹³¹ The attendance of the school had fallen off slightly, and the number who had passed through the five-year course to graduate in 1861 was only twelve.¹³² In the school visitors' report there were echoes of complaints that the course of study was too exacting and that the pupils were being overtasked. Although in 1862 the five-years' course was abandoned,¹³³ there is no evidence that there was any noticeable lowering of the standard of the school, which still maintained a high level.

After a term of three years and five months Mr. Pratt resigned. Following an interregnum of four months, during which the school was in charge of the vice-principal, in May, 1865, Mr. Samuel M. Capron, who since 1853 had been principal of the Hartford Grammar School, became principal also of the Public High School.¹³⁴ Mr. Capron continued as principal of both schools until his death, January 4, 1874.¹³⁵ The agreement between the Trustees of the Grammar School and the High School Committee whereby both schools were brought under the same

principal, marks the final coalescing of the old Hartford Grammar School with the Hartford Public High School. There has been appointed no principal of the earlier institution since Mr. Capron. Continuously, however, some member of the high school staff has been appointed to the position of "Hopkins Grammar School Master" whenever it has fallen vacant.

CHAPTER VI

OTHER EARLY PUBLIC HIGH SCHOOLS IN CONNECTICUT, 1840 TO 1865

Before continuing further, this account should probably make some note of what may properly be called a public high school, with especial reference to Connecticut. In point of fact the investigation has in mind the present-day conventionally accepted denotation and connotations of the phrase. At the beginning of Chapter V a casual definition was presented. Considered from this viewpoint, it was a long time in Connecticut before any of the schools of higher grade could truthfully be called "high schools."

The "school of a higher order, for the common benefit of the society" contemplated by the law of 1798, does not quite coincide with the present idea of a public high school. The subjects of instruction offered are a weighty consideration in determining the high school character of an educational establishment. The curriculum of the "school of a higher order" comprised reading and penmanship, rudimentary English grammar, composition, arithmetic, geography, and the first principles of religion and morality. "On particular desire" instruction in Latin and Greek might be included. From this it appears that the institution thought of might perhaps better be designated as a "higher primary" school, something more closely resembling the second grade of establishment under the Barnard-Bushnell scheme, and by these innovators called "secondary," "intermediate," or "medium" schools, which were intended for children of from eight through twelve years of age. The law of 1798 mentions no specific age; it reads, however, that "no Pupil shall be admitted into the said School except such as have passed through the ordinary course of instruction in the Common Schools, and shall have attained to such maturity in Years and understanding, as to be capable of improvement in said School." This is indefinite. Under such a ruling it would be possible to accept

in the higher schools pupils of widely varying chronological ages.

The Massachusetts so-called "high school" law of March 10, 1827, undoubtedly helped define the idea for the more advanced instructional stage of education in other states as well. By this enactment was called for in every "city, town, or district" of five hundred families or householders "a master of good morals" who was competent to instruct in United States history, single entry bookkeeping, geometry, surveying, and algebra. In a place of four thousand inhabitants, Latin, Greek, history, rhetoric, and logic were to be added to the curriculum.

Barnard, in his address of 1838, makes clear that the high school which he has in mind is for pupils who have attained the age of twelve and over. The Bushnell subcommittee report of 1841 defines the curriculum and indicates the objects of the high school:

In the high school shall be taught the Latin and Greek languages, the higher branches of mathematics, the natural sciences, rhetoric and belle letter, mental and moral philosophy—all that is necessary to qualify the pupil for entering college, or for the pursuits of commerce, or even for entering on a learned profession with advantage, and a good hope of success.

This school, moreover, was to be a free school—"capitation taxes" on pupils in attendance, and "rate bills," or "quarter bills" were to be abolished. That the high school should be free was not, however, considered an essential characteristic. The Hartford public high school was; the Middletown city high school was not so at the outset. With reference to the period of a child's life covered by the high school course, there is evidence indicating that the threefold division into ages four to eight, eight to twelve, and twelve to sixteen was an arbitrary one, derived from the span of the legal school period, four to sixteen. On this the statement of Reverend Merrill Richardson in 1849 has bearing:

From four to sixteen—the legal school age in this state—there are three periods equal to college life. And scholars from four to eight, or from eight to twelve, or from twelve to sixteen, will learn as fast as from sixteen to twenty.¹

In actual practice it was not long before the usual ages of high school attendance were advanced slightly to thirteen or fourteen

years extending to seventeen or eighteen. Candidates for admission to the Hartford high school must have attained the age of twelve; the first *Register* shows for 1847 a range of ages from twelve to twenty.

Perhaps the fullest formal definition of a "Public or Common High School" is that given by Barnard in his *Annual Report* for 1850.² The actual date of the definition is about 1840, for, as Barnard states, this section of his 1850 *Report* is in substance the pamphlet which he originally prepared "for circulation in Hartford in the discussion which preceded the establishment of the public high school."³ The following extracts present the essence of the idea:

. . . a Society, or Public High School—a common school of a higher grade than the great mass of the schools maintained in the several districts.

By a Public or Common High School, is intended a public or common school for the older and more advanced scholars of the community in which the same is located, in a course of instruction adapted to their age, and intellectual and moral wants, and, to some extent, to their future pursuits in life.

It is common or public in the same sense in which the district school or any lower grade of school established and supported under the general law, and for the public benefit, is common or public.

It is open to all the children of the community to which the school belongs, under such regulations as to age, attainments, &c., as the good of the institution may require, or the community may adopt.

A Public High School is not necessarily a free school.

To be truly a public school, a high school must embrace in its course of instruction studies which can be more profitably pursued there than in public schools of a lower grade, or which gather their pupils from a more circumscribed territory, and as profitably as in any private school of the same pretensions.

It must make a good education common in the highest and best sense of the word common—common because it is good enough for the best, and cheap enough for the poorest family in the community.

. . . the advantages of a High School should not be confined to the male sex.

The course of instruction should embrace the first principles of natural and mechanical philosophy, by which inventive genius and practical skill in the useful arts can be fostered; such studies as navigation, bookkeeping, surveying, botany, chemistry and kindred studies, which are directly connected with success in the varied departments of domestic and inland trade, with foreign commerce, with gardening, with agriculture, the manufac-

turing and domestic arts; such studies as astronomy, physiology, the history of our own state and nation, the principles of our state and national constitutions, political economy, and moral science; in fine, such a course of study as is now given in more than fifty towns and cities in New England, which shall prepare every young man whose parents may desire it, for business, or for college, and give to every young woman a well disciplined mind, high moral aims, refined tastes, gentle and graceful manners, practical views of her own duties, and those resources of health, thought, conversation and occupation, which bless alike the highest and lowest station in life. Where such a course is provided and carried out, the true idea of the high school will be realized.

That there was, in truth, no commonly accepted single conception of a public high school in Connecticut in the early days of high school development will clearly appear from all of the following descriptions. The various early Connecticut establishments of this type of educational institution, checked against the characteristics set forth in the foregoing definitions, showed almost every kind of possible variant. Of Connecticut towns containing over four thousand inhabitants, which would be expected under a legal provision such as the Massachusetts law of 1827 to maintain a full-fledged high school, there were in 1840 only eight,⁴ New Haven (14,390), Hartford (12,793), Norwich (7,239), Middletown (7,210), Bridgeport (4,570), New London (5,519), Danbury (4,504), and Litchfield (4,038) which maintained such a school. What Hartford had done to meet its "moral obligation" in this matter has been shown. The following pages will tell of provisions in several others of these eight, including Middletown, New London, Norwich, New Haven, and Bridgeport. In addition, the efforts toward establishing the higher grade of school in several other localities not containing four thousand inhabitants in 1840 will be commented on. Among these latter places are New Britain whose population in 1850 when its high school was opened was 3,029.⁵

MIDDLETOWN

The city of Middletown is credited with having established the first, permanent, public high school in the state. The date of the vote actually authorizing this institution was January 29, 1840.⁶ With respect to the actual germ beginnings, the honor may properly be lodged with Middletown, as the following ac-

count will show. Another community in the state had earlier taken decisive action along these lines. According to a report from Wethersfield, in Hartford county, under date of 1839, "the meeting which was held in the 1st School Society in September, has resulted in the establishment of a High School for all children over twelve years of age in this society."⁷ Further evidence of the career of the Wethersfield High School indicates that the townspeople soon questioned the advisability of too early introduction of advanced studies, and the school is not considered as a competitor of the Middletown City High School.

Of the eight county conventions "of the friends of Education" held in 1838 to aid the newly created Board of Commissioners of Common Schools in the discharge of their duties, the Middlesex county one was advertised to meet "at Middletown, on Friday, the 2d of November, at 10 o'clock A.M."⁸ At the morning session the Reverend Thomas H. Gallaudet spoke and "was listened to with deep interest, the effort being a very happy one."⁹ At the commencement of the afternoon session several resolutions were adopted, among them one calling for the organization of a County Association for the Improvement of Common Schools; a second, providing for auxiliary improvement associations in the several school societies and towns in Middlesex county, and another, indicating

. . . as the sense of this Convention, that the present system of Common School Education is greatly defective, and that improvements are loudly called for, especially in respect to the location and construction of School Houses, to the qualification of Teachers, to the organization and classification of the Schools, and to the manner in which the elementary branches of Education are taught.

The Convention then listened to the Secretary of the Board, Mr. Henry Barnard, and for his address he used, in form modified to suit the occasion, the substance of the address on the moral and educational wants of cities which he had delivered on Independence Day at the Young Men's Institute in Hartford and which, as has been seen, initiated and guided the agitation which ultimately led to the establishment of the Hartford public high school. To this same speech Barnard has traced the union of the city districts and the establishment of the City High School in Middletown.¹⁰

In conformity with the second resolution adopted by the Con-

vention, a meeting of the citizens of Middletown was called for November 9, for the purpose of organizing a town and society association. Out of this action came the Town Improvement Association and a committee under Mr. Samuel D. Hubbard reported in December on the condition of the common schools in the Middletown First School Society.¹¹ Of 835 children between the ages of four and sixteen, enumerated from the four districts, the number in attendance on the public schools was 276 (150 boys, 126 girls), while in the private schools of the city 311 scholars paid tuition charges totaling \$4,504. The cost of educating those attending the city public schools was \$1,377. In the opinion of the committee the figures given told the story. A reorganization of the city school system was recommended. The report alluded

to the advantages that would flow from such an organization as would render private schools unnecessary—in restoring the interest and attention (without which no school can succeed) of those parents who are compelled to avail themselves of them, to their legitimate objects, the public schools—in the saving of time that would be effected in the acquisition of an education—and though last not least, in extending in a government of the people the blessings of a good education equally to all. . . .¹²

At an adjourned meeting of the First School Society of Middletown, in January, 1839, steps were taken towards organizing anew the schools of the society.¹³ On a resolution at the previous meeting of the Society a committee had been directed to present a plan for the reorganization of the four districts and the improvement of the schools within them. This committee, using as a basis of its calculations the statistical facts presented at the earlier meeting, presented the general outline of a plan. Of the 835 children who drew the public money, only about one-third, or 276, attended the district schools at a charge of nearly five dollars for each scholar. Of the remaining 559, 311 attended private schools at a charge of a trifle over fourteen dollars each. Two hundred forty-eight children were either taught at home or left in ignorance. In spite of the fact that only about one-third of the total number received any benefit from the public money, the schools were, nevertheless, not so small as they should have been to be properly taught under the existing organization, embracing as they did scholars of widely differing ages and various attainments.

In reorganizing the four districts, the object was not merely to provide schools for the whole 835, but also to provide such schools as would afford them the best facilities for obtaining an education at the lowest possible cost. To effect this, the committee believed that the pupils must be classified, those of similar ages and attainments being placed in the same schools, and all of them as far as practicable under women teachers. It was brought out that the returns from the district schools dealing with the ages of the children showed that only about one-third of the 276 in attendance were above ten years old. Applying the same proportion to the total enumeration, the committee figured that there would be about 560 under ten and 276 ten and over. The larger group was to be distributed into 10 schools of 56 scholars each, under female instructors exclusively, at an average wage of \$14 a month, which at 11 months to the year, would bring the cost of this section of the system to \$1,450. One hundred thirty-seven of the older children were considered to be girls and were to be placed in two schools at a yearly instructional expense of six hundred dollars; a similar arrangement for an equal number of boys over ten was estimated at a cost of twelve hundred dollars. The report does not refer to these schools for the older children as "schools of a higher order" or "high schools," but the plan as later modified and adopted definitely named them. The expense of the whole plan, with a writing master at \$360, was \$3,610. After deducting the amount estimated from the public money, and allowing for incidental expenses of the schools, the committee reckoned that a sum of \$2,500 would remain to be raised "by a tax on the grand levy, or a capitation tax, or partly by both." The committee laid stress on the classification feature of their plan. To accommodate the children over ten years of age, it was deemed necessary to erect a new building conveniently located. The desirability of consolidating the four districts into one was emphasized by the committee.

After the Report had been presented and considered, the meeting adopted a resolution whereby it was to be recommended to the committees of the North, North Middle, South Middle, and South School Districts in the Society to warn school meetings in their respective districts "to take the sense of the inhabitants on the expediency of consolidating the four districts into

one,"¹⁴ and also to appoint a committee in each district to take such measures in concurrence with the other committees as they might think best "to improve the schools and advance the course of education within the same."¹⁵ The Society then voted "That a committee be appointed to apply to each District Committeeman in the four Districts within the City, to carry into effect the foregoing Resolution."¹⁶ Samuel D. Hubbard, who was chairman of the committee which had brought in the plan for reorganization, was named first on the new committee; the other members being Harvey Treadway, Charles Woodward, and John B. Southmayd, Esquires. It was voted that the Clerk cause the proceedings of the meeting to be published in the Middletown City newspapers, and that the meeting be adjourned *sine die*.¹⁷

The *First Annual Report of the Board of Commissioners of Common Schools in Connecticut*, May, 1839, announced that the districts included within the city limits of the Middletown First Society had united in an application to the General Assembly to be incorporated as a school society, with the power of appointing a board of trustees, to be elected annually, to take the entire charge of the schools. It was further stated that

if the plan proposed for reorganizing the schools of this city is carried, Middletown will have the best system of public schools in the State.¹⁸

After the four districts had been united in 1839 under the corporate name and style of "The City School Society of Middletown," by a vote passed August 14, 1839, a committee was given charge of the district schools with the aim of making them as efficient as the nature of the case would admit.¹⁹ By vote of the Society on January 29, 1840, the committee was further authorized to hire and fit up rooms under the Episcopal church, hire the necessary teachers, and commence schools on the plan submitted earlier and adopted by the Society. Under these votes the committee effected the reorganization and progressively introduced the new system.²⁰ Gratifying signs of improvement over the old plan were soon noted.

At first it was necessary to continue the schools in the existing district schoolhouses. However, with a view to securing the advantages of classification, the children in each district were, in purely mathematical fashion, divided into two departments. All over ten years of age were placed in charge of male teachers

and all under, in charge of women instructors. This arrangement was followed for the winter term, 1839-1840.

The committee then obtained a lease of the room under the Episcopal church for five years, with the privilege to either party of vacating the lease under conditions, and on June 1, 1840, the attempt was made to put more completely in effect the Society's vote of January 29, 1840. All the children of nine years and under were organized into primary classes under the instruction of woman teachers in the four schoolhouses of the districts. All between the age of nine and sixteen were placed "in two distinct high schools,"²¹ the boys under the charge of Mr. Saxe, the girls under the charge of Miss Hovey, each of these teachers having a "competent assistant." Attention is called at this point to the tabular view of the Middletown City school system as put into operation June 1, 1840.

TABLE VI
SCHOOLS OF THE MIDDLETOWN CITY SCHOOL SOCIETY AS ORGANIZED
JUNE 1, 1840

Gradation	No. of Schools	Teachers	Sex of Pupils	No. and Age of Pupils	Studies
Primary ...	4	Female only	Coeducational	293 of nine years and under	Chiefly reading and spelling; a few of the elder children were allowed rudiments of geography and mental arithmetic
High School	2	Mr. Saxe Miss Hovey with 2 assistants	Boys' high Girls' high	252 between nine and sixteen years	Spelling, reading, writing, grammar, geography, astronomy, arithmetic, algebra (B), the dead languages (B), bookkeeping (B)

(B) These studies pursued in the boys' department only.

An examination of the lower corner of this table discloses that it may properly be said that the boys' department of the Middletown City High Schools as established in 1840 presented the early beginnings of public high school development in Connecti-

cut. The boys' school might qualify as a "school of a higher order" under the Connecticut law of 1798, except that no specific mention is made of instruction in "the first principles of religion and morality." It would not meet the requirements of the Massachusetts so-called "high school" law of 1827. It would not suit Henry Barnard's definition of a "Public or Common High School."²² It nevertheless constituted a worthy step toward a more advanced and more highly systematized school, and clearly demonstrates the process of the gradual creeping into the curriculum of studies of an order higher than the common English branches.

At the time when "the committee-men of the City School Society of Middletown" made their report of progress with the new system, the latter had been in successful operation for five months.²³ The schools were not free: a capitation tax of about fifty cents was to be laid on the children who had attended the primary schools and of two dollars on those who were members of the high schools. With reference to the studies in which instruction had been offered, the committee made clear their opinion that what the public expected was "thorough, not superficial" teaching. Hence a review of subjects was ordered in the primary schools and particular attention to reading and spelling. Only a few of the older pupils were enabled to devote a portion of their time to the rudiments of geography, and exercises in mental arithmetic. In the high schools the studies were as indicated in the table above. Other subjects were not definitely ruled out. "When sufficiently acquainted with these subjects, the system admits of the introduction of others, should the society deem it best to afford the necessary facilities."²⁴ This rule left the way open for further increments of advanced studies. But the committee had considered it wisest to confine the high schools "to these few elementary branches at the commencement, instead of adopting the more general course—including chemistry, botany, mental philosophy, &c., &c., promised in the prospectuses of most of the boarding schools of the country—"²⁵ The new plan in operation compared very favorably with the situation as indicated by the report made in December, 1838. Almost double the number of children had been drawn into the public schools, 545 as against 276. Comparative expenses for educating the 587 children in public and private schools in 1838 and for 545 children

under the new system of 1840 showed a balance of \$3,681 in favor of the new. The private schools apparently no longer figured as an important factor. It is interesting to note that for the principal instructors in the high schools the committee chose Mr. Alfred Saxe, "who carries into the public school the same zeal and skill which he has manifested heretofore in this city in a private school," and Miss Hovey, "who has had several years' experience as a teacher in an academy and private schools."²⁶

A writer in the *Connecticut Courant* in January, 1841,²⁷ gives high praise to the Middletown schools as reorganized. He speaks of the high school as one institution with a boys' and a girls' department.²⁸ In this, he writes, "the higher branches of a thorough English education, as well as the rudiments of a classical course have been brought within the reach of the poor as well as of the rich."²⁹ The contributor intimates that the wealthier parents, who formerly sent their children to private schools, were so satisfied with the character of the City public high school that they were extensively withdrawing support from private institutions.³⁰

After a trial of a year and a half, in December, 1841,³¹ it was reported that the number attending the public schools had more than doubled, and that among the pupils were found the children of the wealthiest and best educated families of the city. The old schoolhouses had all been repaired and improved for the primary schools, and one new one had been erected. Moreover, the high school was to be provided with a building of its own, which was then "nearly completed." It was a large, substantial, well-located, well-ventilated, and well-lighted structure, 72 feet by 54, "and capable of accommodating both departments of the high school, with suitable recitation rooms."³² The account stated that "nearly all the private schools have been given up."³³ The public schools were still not quite free, there being a quarter bill of twenty-five cents in the primary schools and of one dollar in the high schools.³⁴

The *Connecticut Common School Journal* of September 1, 1842, published a floor plan and the specifications of the "Public High School Building, Middletown."³⁵ From this we learn that the edifice was two stories high with an ample basement and an arched attic. The first story was occupied by the male department, and the second by the girls' department. The attic served for calisthenic exercises for the girls, and for meetings of the

whole school. The seating capacity was 336 pupils. Both main rooms were well supplied with blackboards, a set of Mitchell's series of outline maps, and globes. Other apparatus and a library were promised for the future. Some of the apparatus, including specimens of minerals, had been supplied by 1846.³⁶ With the erection of this building officially designated as the "High School" Middletown antedated Hartford in this respect.

In 1846 the high school was beginning to take on more the character of a public school of the highest grade. The courses offered were for the purpose of acquiring a good education for business or preparatory to entering college.³⁷ Table VII shows the studies, as indicated by the textbooks used, in both primary and high schools. From the latter part of this table it appears that some of the more advanced studies had been added to the curriculum as originally organized in 1840.

TABLE VII

STUDIES AND TEXTBOOKS OF THE MIDDLETOWN CITY SCHOOLS IN 1846 ³⁸

STUDIES	BOOKS USED
Spelling	Webster's Elementary
Reading	Twelve, including Goodrich's 1st, 2nd, and 3d Reader; National Preceptor
Grammar	Smith's; Bullions's
Geography	Morse's; Mitchell's; Smith's
Arithmetic	Emerson's (3 pts.); Olney's; Colburn's
History	Goodrich's United States; Robbins's Outlines
Algebra	Davies's
Surveying	Flint's
Bookkeeping	Harris's
Natural Philosophy	Comstock's
Chemistry	Comstock's
Mental Philosophy	Watts on the Mind

In 1847 some changes had been made in the methods of teaching in the high school. "The improved or rather, normal monitorial plan" had been adopted as the basis.³⁹ In each department of the high school the oldest and most advanced scholars in their respective studies were selected as monitors. These were divided into two classes in each branch of study. On alternate

days each class was instructed by the teachers both in the subject matter of the studies they were pursuing and in the best method of imparting instruction to others. On the other alternate days the members of the monitors' classes took their places in the school as teachers, still under the supervision of the instructors of the school. "Thus while the monitors are receiving instruction, they at the same time are reviewing and familiarizing themselves with past studies and learning to become good instructors." ⁴⁰ The original design of the first committee was said to have been to make the high school in part a normal school. In this respect the city had advantages not enjoyed in other towns. "In addition to the usual facilities of giving instruction, the lectures on Natural Philosophy, Astronomy, and Chemistry in the University (which is located near the schoolhouse), are open to the more advanced scholars. Lectures are also given at the schools by professional gentlemen of this city on the natural sciences—Anatomy and Physiology." ⁴¹

The first mention of a systematically arranged scheme of studies for the high school is found in this year of 1847.⁴² The committee had adopted "a course of instruction" in which were included "all the studies necessary to be pursued for acquiring a thorough English education." ⁴³ Upon the completion of this course and the passing of a satisfactory examination, the pupils were given "a certificate or diploma . . . signed by the board of committee." ⁴⁴ This was as yet the only definitely organized course, but "in addition, the pupils are encouraged to pursue the classics, and already scholars from this school have entered advanced classes in college and graduated with honor." ⁴⁵ Hartford this same year achieved high school organization.

A plan for "exciting a proper degree of emulation among the pupils" had been put into effect, under which tickets of merit varying from one to five hundred were awarded "for punctuality, good behavior and scholarship." ⁴⁶ Corresponding fines were imposed for delinquencies, to be deducted from the credits already given. Tickets of one merit only were given at one time, but when the ones had accumulated sufficiently, they were redeemed by higher numbers and these again by merit tickets of still higher denomination. At the close of a term the pupils holding the greatest number of merits received prizes. The committee reported that "this system of Dr. and Cr." had had very beneficial

influence upon the schools, and they recommended it "with confidence as worthy of imitation."⁴⁷

In 1851 the *Annual Catalogue of the Middletown City High School in Middletown, Middlesex Co., Conn., 1850-1* was issued. This shows a "board of instruction" of ten members.⁴⁸ Samuel Coburn, the principal, taught Latin, mathematics, and natural sciences. Of the assistant instructors in the "Senior Department" James T. Graham was teacher of Latin, Greek, and English branches; Mary Chandler, of mathematics, mental philosophy, and English branches. Miss Ellen A. Spencer served as "monitress." The "Junior Department" was in charge of Miss Martha Treadway as principal, and Miss Mary Ann Cullen as teacher of English branches. An instructor in German, Reverend Jacob F. Huber; and a teacher of French, Professor Joseph M. Gilbert; an instructress in vocal music, and another in drawing and painting completed the faculty. The catalogue of the seniors listed ninety in the "Ladies' Department" and eighty-three in the "Gentlemen's Department"; of the juniors, eighty-two ladies and eighty-three gentlemen.⁴⁹

The object of the school was stated to be "to furnish such means of intellectual culture, as reason, enlightened by experience in the business of education," had shown to be the most wise and effective.⁵⁰ To accomplish this aim the committee and teachers had "taken great pains in the arrangement of the course of studies."⁵¹ "The internal regulation of the school," too, had received careful attention. In order "to facilitate the advancement of each pupil" the high school had been divided into two departments, the senior and the junior, and each department into three divisions, "in accordance with the abilities and attainments of the pupils."⁵² It was expected that all who attended the institution would come "with the desire and intention of improvement" in order that so they might become "better qualified for the future conditions of life." It was rather airily stated that the course of study—"English, Classical, and Mathematical"—would be made "coextensive with that pursued in any incorporated *Institution* in the *State*, while the PLAN of INSTRUCTION and DISCIPLINE" would embrace "whatever justly has the praise of excellence, in the most approved methods and systems of the day."⁵³ Table VIII gives the three-year course of study for the "Senior Department" in 1850.

TABLE VIII

MIDDLETOWN CITY HIGH SCHOOL: COURSE OF STUDY, 1850

SENIOR DEPARTMENT

Junior Year	Middle Year	Senior Year
Orthography	Orthography	Elocution
Reading (4th Reader)	Reading (5th Reader)	Composition Course of
Writing	Writing	Essays
Mental Arithmetic	Geography, Map Draw-	Analysis
Geography, Map Draw-	ing, etc.	Arithmetic, higher
ing	Government of the U. S.	Algebra, higher
Natural History	Arithmetic, Elementary	Astronomy
Arithmetic, written,	and Practical	Botany
primary and element-	Philosophy	Geometry
ary	Physiology	Intellectual Philosophy
Grammar	Grammar	Parsing analytically
	Algebra, elementary	Rhetoric
	Composition, Declama-	Chemistry
	tion	Latin, Cæsar finished and
	Bookkeeping, double	Virgil
	and single entry	French or German
	History, modern and	Vocal Music
	ancient	Drawing and Painting
	French	
	Latin	
	Mental Science	
	Vocal Music	
	Drawing and Painting	

Preceding the list of subjects in which instruction was offered, the statement occurs: "It is not expected that Pupils will pursue all the studies of one Department at the same time; neither will they be limited to the branches of one Department; but they will be permitted to take any subject, when, by previous acquirements, they shall have been prepared to do so profitably." Moreover, other studies might be added, or substituted, as circumstances rendered expedient. "Much instruction," also, by lectures, was given "on various subjects not named in the course." If pupils wished to enter "advance studies," they were allowed to do this, after passing a satisfactory examination in "the previous studies."⁵⁴ From these provisions it seems that the high school course of study could not have been very well defined in Middletown in 1850.

An observer commenting on Middletown City in 1854 refers to "her conservatism" in educational matters, and remarks that "she ought to have such a schoolhouse as the people of New Haven are about to erect, and organize it in a grand union school."⁵⁵ Her high school is mentioned as preparing the way for improvements in the lower schools. A quotation from the *Middletown Advertiser* on "Free Schools" was reprinted.⁵⁶ The writer of the item asserted that Middletown lagged behind her more enterprising and spirited sister cities in many things, but "in no one thing . . . so far . . . as in her school system." The feeling was apparently abroad that through the continuance of the capitation tax the schools were in effect still not "public or common" in the Barnard sense. The charge, of course, would apply more closely to the high school where the quarter bills were several times higher than in the primary schools. "We would throw wide open the doors of our schools to the children of our mechanics, and others of limited income. . . . To be sure, the capitation tax is small, but where a man has some four or five children to send to school, it amounts to quite an item of expense."⁵⁷ The high school building had by this date fallen into disrepair, so that it was "an eyesore to citizens and a wonder to strangers." The reporter advocated the expenditure of money enough to refurnish the high school and landscape the grounds. Justifying the cost, he cited the examples of other cities.

Norwich has just voted the sum of \$75,000 for a free high school—twenty thousand to be laid out in buildings, and the balance as a permanent fund for the support of the school. New Haven and Hartford and Waterbury and New Britain and Meriden and Norwalk, and some fifteen other places, have all taxed themselves cheerfully for school purposes. . . .⁵⁸

By 1857-1858 the evils of the district system with reference to Middletown were being felt. By the law of 1856 the "City School Society of Middletown" had become the "Middletown City School District" and the schools of the district had been placed under the charge of a Board of Education, the members of which were elected to serve three years, one-third of the number being elected annually.⁵⁹ There was still the town of Middletown with its board of school visitors. The city board of education was separate and independent. This situation in addition to troubles enumerated as arising from the district system of the town led

the acting school visitor to deplore the creation of this "*imperium in imperio*." ⁶⁰ A report from the East Middlefield district showed classes being instructed in algebra and Latin. ⁶¹

Only at the close of the twenty-five-year period under discussion, about 1860, did the institution which has been designated as the "Middletown City High School" begin to assume the true character of a public high school. That the establishment was not clearly recognized in an official way as a separate and distinct organization is shown by the phrasing of the *Rules and Regulations* of 1861. ⁶² After the annual election by the District, the Board of Education was to appoint a committee of three from its members, "for the High School, *so called*." ⁶³ The schools of the District continued to follow practically the same lines of gradation laid down in 1840. Three grades were named, Primary, Junior, and Senior, but the scholars in the two latter grades were grouped together and ordered to be taught "in the building on College street, *called the High School*." ⁶⁴ The primaries occupied separate buildings. ⁶⁵ In the schools for the Primary grades were to be taught "all the children under nine years of age." ⁶⁶ The pupils of the Junior grade were not to be less than nine years old, and the prerequisites for inclusion in this grade were that these scholars must be able

to read properly any of the reading books in the primary schools;
to write legibly;

to perform the four fundamental operations in arithmetic;

to describe and name the greater divisions of water on the surface of the globe; to name and bound the several continents and their principal subdivisions; to give the names and boundaries of the New England States, and the names of the principal mountains, lakes, rivers, and cities of the United States."

Before entering the Senior grade, pupils were required to "sustain a satisfactory examination in Spelling, Writing, Geography, and in English Grammar, so far as to parse and write simple sentences correctly, and in Arithmetic as far as through fractions." ⁶⁸ The absence of any sharp distinction maintained between the two upper grades, with the Senior one regarded as a "public high school," might be argued from the fact that the studies of "the Junior and Senior grades" are grouped together in the same list. The branches to be taught in these higher grades which were located in the High School building were spell-

ing, writing, arithmetic, English grammar, and literature, geography, rhetoric, history of the United States, ancient and modern history, algebra, geometry, trigonometry, French, Latin, drawing, vocal music, physiology, bookkeeping, surveying, physical geography, elementary chemistry, natural philosophy, geology, natural history, botany, astronomy, "and such other branches as the Board of Education may from time to time direct."⁶⁹ Throughout the year frequent examinations were to be given and at the close of the school year a general examination was to be set. Certificates of proficiency in study and of correct deportment were to be given at the close of each school year, "and at other times," to worthy pupils of the Junior and Senior grades. The certificates for the Senior grade were to be "handsomely engraved or lithographed in blank, on fine paper, and countersigned by the Acting Visitor."⁷⁰ At the preceding annual meeting of the City District the capitation tax had been abolished, so that in 1861 the schools were "in the strictest sense free schools, being sustained wholly by the funds . . . and by taxation."⁷¹ Touching higher branches, the visitors urged economy.

On the board of instruction for 1861-1862 were Henry A. Balcum, M.A., city superintendent and principal of the high school; Horace E. Balcum, first assistant in the high school; and Miss C. J. Reed, principal of the Junior Department, with two assistants.⁷² The following were the studies as indicated by the list of textbooks adopted:⁷³

TABLE IX

STUDIES, 1861, CITY DISTRICT OF MIDDLETOWN

Reading	Algebra	Philosophy
Spelling	Geometry	Chemistry
Arithmetic	United States History	Physiology
Grammar	Rhetoric	Astronomy
Geography	Latin	Geology
	Greek	English Literature
	French	Bookkeeping

Table X gives advanced classes actually formed in 1858 and 1862 as reported to the State Superintendent of Common Schools.⁷⁴

TABLE X

ADVANCED STUDIES PURSUED: CITY OF MIDDLETOWN,
1858 and 1862

Studies	Number of Pupils	
	1858	1862
Algebra	45	40
Astronomy	40	8
French	40	
Rhetoric	40	
Ancient and Modern History.	40	
Natural Philosophy	36	30
Chemistry	30	25
Latin	28	12
Botany	25	15
Physiology	25	
Geometry	18	6*
Greek	8	3
Greek Reader	6	

* Includes trigonometry.

In reality, at the end of the 1840 to 1865 period Middletown's system of graded schooling was still far from fully effective. In 1863 the Board of Education itself expressed frank dissatisfaction with the working of the system,⁷⁵ and in 1865, under a new principal, Mr. Henry E. Sawyer, who for eight years previously had been principal of the Concord, New Hampshire, High School, a systematic reorganization was made covering all the Middletown City schools.⁷⁶ Briefly, the public schools were now divided into four grades, designated as Primary, Secondary, Grammar, and High School. The Primary Schools were organized in six classes, promoted semi-annually; the Secondaries, into four half-yearly advanced groups; thus five years were occupied, bringing the pupils at the age of nine or ten to the Grammar School. In the latter were three classes, each covering a year's work. At the age of twelve or thirteen, then, the scholar reached the High School. The classes for three systematic courses were here scheduled. Two of the courses were five years in length; the English course was a year shorter. In effect the "Fifth Class" was a ninth grade, or junior high grade, the real high school work beginning in all three courses with the "Fourth

Class." Thus the pupil would have reached the age of thirteen or fourteen ordinarily when he entered the High School. Table XI gives the organization in 1865 of the Middletown High School.

In the eighth annual report of the Middletown City School District is found the following explanation of the courses.

The studies of this school are arranged in three courses, viz.:

A. The General Course, designed to furnish to young ladies and to such young gentlemen as do not intend to enter college, facilities for obtaining a practical and symmetrical education.

B. The Classical Course, for students fitting for college.

C. The English Course, one year shorter than Course A, but substantially the same as that with the exception of the Latin and French languages. This is not recommended except to those students whose age or circumstances hinder them from pursuing the General Course. The three Courses are the same during the first year. At the beginning of the second year parents are requested to indicate which Course they wish their children to pursue.

Students will be advanced from class to class according to proficiency in their studies, rather than to the time they have been in school, and those who honorably complete either course will receive corresponding certificates.

NEW BRITAIN

The origin of the high school in New Britain, while due to the same general forces that led to the establishment of the Hartford and Middletown high schools, took a somewhat special turn. The activities in educational affairs of the nationally known Mrs. Emma Hart Willard in the neighboring parishes of Kensington and Worthington awakened interest also in New Britain. With the active coöperation of Henry Barnard a common school association was formed in 1838 in the Berlin First, or Kensington, Society.⁷⁷ The fortnightly meetings held by this association through the winter of 1839-1840 aroused further interest in the common schools, which communicated itself to some extent to the Berlin Second, or New Britain Society.⁷⁸ The minute subdivision of the New Britain Society into districts had caused a deterioration in the character of the schools, which consequently fell into disrepute. New Britain became an excellent field for private schools which provided better instruction for those children whose parents could afford to pay for it.⁷⁹

TABLE XI
CURRICULA, MIDDLETOWN HIGH SCHOOL, 1865

CLASS AND TERM	GENERAL COURSE, A	CLASSICAL COURSE, B	ENGLISH COURSE, C
Fifth Class: I, II	Arithmetic History Reading, Spelling	Same as Course A, through this year	Same as Course A, through this year
III, IV	Arithmetic History, Physiology Grammar Quackenbos' First Lessons in Composition, two recitations a week, through the year. Writing if necessary.		
Fourth Class: I, II	Algebra Latin Grammar, Reader Greene's Analysis Reading twice a week	Same as Course A, through this year	Algebra Physical Geography, with third class Analysis Reading
III, IV	Algebra Latin Grammar, Reader Analysis, Botany Drawing or Bookkeeping, two lessons a week		Algebra Rhetoric, with Third Class Analysis, Botany
Third Class: I, II	Geometry Latin Arithmetic, or Physical Geography Reading, twice a week	Geometry Latin; Caesar or Nepos Greek Grammar and Lessons Reading	Geometry Natural Philosophy with Second Class Arithmetic Reading

Third Class III, IV (Continued)	Geometry Latin Rhetoric Drawing, twice a week	Cæsar or Nepos Latin Prose Composition Greek Grammar and Lessons	Geometry Chemistry with Second Class English Literature with Second Class Drawing
Second Class: I, II	Natural Philosophy Trigonometry and Surveying French Latin	Cicero's Orations Xenophon's Anabasis French Latin Prose Composition	Astronomy with First Class Trigonometry and Surveying Mental Philosophy with First Class Constitution of U. S. with First Class
III, IV	Chemistry English Literature French Latin	Cicero; Virgil Xenophon French	Geology with First Class Moral Philosophy with First Class Class Logic
First Class: I, II	Astronomy Mental Philosophy Constitution of U. S. French	Virgil Xenophon; Homer Greek Prose Composition	
III, IV	Geology Moral Philosophy Logic French	Virgil Homer Algebra; Geometry General Reviews	

Physical Exercises, Singing, Declamation, and Composition, will be attended to through the school.

The common schools, however, were not without their supporters. The friends of education in 1846 and 1847, undoubtedly spurred on by the agitation in Hartford, made several attempts to improve the character of the New Britain district schools. In 1847 a special committee was charged with the duty of reporting a plan for improvement.⁸⁰ The committee made a careful investigation and at an adjourned meeting on November 27, 1847, presented a lengthy plan, in which among other things the establishment of a high school was recommended.⁸¹ The report was accepted and a committee of nine was appointed to carry into effect the proposed plan. At a meeting held on January 15, 1848, however, the whole matter was indefinitely postponed.⁸²

The advantages of a high school were soon secured for New Britain in a special way. The *Act for the Establishment of a State Normal School*, approved June 22, 1849, carried a provision for a Model Primary School.⁸³ New Britain's offer to provide facilities for the housing and furnishing of the normal school was accepted by the trustees of the School in February, 1850.⁸⁴ One of the features of the offer was that all the New Britain schools were to be placed under the principal of the Normal School as model or practice schools.⁸⁵

In order to effect the new arrangement, a part of the plan proposed by the special committee in 1847 was adopted, whereby the First, Second, and Eighth districts of the Society were consolidated to form the First or Central district.⁸⁶ A system of graded schools was now organized, consisting of four Primaries, an Intermediate School, and a High School.⁸⁷ This will be recognized as the "four-four-four" divisional plan first specifically proposed in the state by Barnard in 1838. These model schools of the Central District were made free.⁸⁸ The High School was opened in 1850 in a room of the Normal School building.⁸⁹ Its first principal, who was under general supervision from the associate principal of the Normal School, was the Reverend J. M. Guion. Two women teachers assisted in the high school.⁹⁰

Mr. Guion resigned the principalship in September, 1852.⁹¹ For the autumn term and a part of the winter, the High School was under the temporary care of David N. Camp, who was then an instructor in the Normal School.⁹² In the fall of 1852 a new division was added to the plan of graded schools; this was the Grammar School, which was split off from the High School.⁹³

A Boston teacher, C. Goodwin Clark, assumed charge of the Grammar School. In December, 1852, John D. Philbrick of Boston, who was at the time supervisor of the Quincy School, was appointed associate principal of the Connecticut State Normal School. Mr. Philbrick guided the model high school until Moses T. Brown, the headmaster of a Manchester, New Hampshire, school, assumed the principalship on April 11, 1853.

In October, 1853, Professor Camp, reporting at the Connecticut State Teachers' Association, described the work of the Normal School.⁹⁴ He indicated that pupils were admitted to the various grades except the primaries upon examination. Though the schools constituted the model system for the Normal School, the teachers were appointed by the district committee, and in the High School consisted of a principal and one assistant.

The *Fifth Annual Circular of the State Normal School*, issued in the fall of 1854, designates the highest model school as "New Britain High School."⁹⁵ It was still in the same building with the normal school and constituted "one department of the Model School." Pupils were received from out of the town of New Britain and these were charged a tuition fee of forty cents for each week of attendance. The school was spoken of as "a good preparatory school for admission to the Normal School."⁹⁶ Under the heading, "Studies Taught," was presented a list of subjects which "may be taught"⁹⁷ in the high school. These were reading, elocution, declamation and composition, grammatical analysis, higher arithmetic, algebra, geometry, surveying, geography (descriptive, physical, and mathematical), natural philosophy, chemistry, physiology, general history, moral philosophy, drawing, elements of astronomy, Latin, Greek, and French.⁹⁸

Professor Camp, in his capacity as acting school visitor in the New Britain Society, reported in 1854 that "There is probably no system of schools precisely like this in any town in New England."⁹⁹ The procedure was for classes to be formed and a program of exercises to be made out in each of the model departments, and upon notification from the principal of each school as to the classes for which teachers from the Normal School would be required, the principal of the Normal School assigned student teachers. These teachers heard recitations and imparted instruction under the direction of the teachers of each

department and with the criticisms and suggestions of the Normal School teachers and the high school principal.¹⁰⁰

In the *Rules and Regulations* prescribed by the New Britain school visitors, 1855, the qualifications necessary for entrance to the high school are set forth.¹⁰¹ To enter the High School, pupils must be able to read fluently, spell correctly, pass a thorough examination in arithmetic to percentage, show a good knowledge of elementary grammar, be acquainted with the general geography of the world and the history of the United States, and be able to write "a legible, fair hand."¹⁰² No change was noted in the studies that might be taught in the high school.

Mr. Brown had remained as principal of the high school only through two terms and was succeeded in 1853 by Mr. J. W. Tuck, who remained until 1857.¹⁰³ In a press account of the annual examination and exhibition of the model schools in 1856, the classes in algebra, astronomy, and elocution in the high school were particularly praised.¹⁰⁴ Upon Mr. Tuck's resignation in 1857 to locate in Boston, universal and deep regret was expressed.¹⁰⁵ The vacancy was filled by the appointment of Mr. Charles H. Wheeler, "late of Philadelphia, and formerly principal of an excellent High School in Salem, Mass."¹⁰⁶ The news item indicated that the New Britain High School enjoyed the confidence and hearty coöperation of the parents of the community. An interesting development, demonstrating the pupils' loyalty to the institution, was the formation in 1858 of the "New Britain High School Association" composed of the members and alumni of the school and organized "for the purpose of forming a sort of annual reunion of schoolmates."¹⁰⁷

Possible studies for the high school course had been determined by 1858 and prerequisites for entrance to the school outlined, as has been seen. In 1858 a "Scheme of studies for the model school, connected with the normal school" was published.¹⁰⁸ Four grades were recognized: the primary department, the intermediate department, the grammar school, and the high school. Studies of the first department included language, arithmetic, and local geography (oral). Lovell's First and Second Readers were to be covered, perhaps indicating that two years' work was taken up with the primary pupils. The intermediate department was specifically divided into three classes occupying a year's course each. The same subjects in slightly advanced form were

TABLE XII

NEW BRITAIN HIGH SCHOOL: COURSE OF STUDY, 1858

(Scheme of Studies for the Model School of the Normal School)

Studies of the High School

FIRST YEAR OR JUNIOR CLASS

- Language*.....Reading, Lovell's or Russell's, Spelling and Defining, Grammar, Greene's.
- Arithmetic*.....Davies's University commenced.
- Geography and History*..First and Second Terms: History of United States, Worcester's and others. Third Term: Geography and Map Drawing.

SECOND YEAR OR MIDDLE CLASS

- Language and Physics*...Reading, Spelling, and Natural Philosophy, First and Second Terms: Chemistry, Third Term.
- Mathematics* First and Second Terms: Davies's University Arithmetic completed. Second Term: Algebra, Davies's.
- Geography and History*..First and Second Terms: Universal History. Second Term: Physical Geography and Map Drawing.

THIRD YEAR OR SENIOR CLASS

- Language*.....Reading First Term: Analysis, Greene. Second Term: Rhetoric and English Literature. Third Term, Mental Philosophy.
- Mathematics* First Term: Algebra, Davies's. Second Term: Geometry, Davies's Legendre. Third Term: Trigonometry, Application and review.
- Natural Science* First Term: Meteorology. Second Term: Astronomy. Third Term: Physiology.
- Miscellaneous*.....Composition in all the classes once in three weeks. Declamations one-third of male department each week. Drawing, Vocal Music, by whole school.
- Optional Studies* Latin, Greek, French, and German, Bookkeeping, Constitution of United States and Connecticut.

Pupils will not be required to pass through every class in the course, but will be promoted at the beginning of each term to the highest class to which their standing entitles them.

scheduled. Studies of the Grammar School occupied another three years, bringing the pupil to the high school at the probable age of twelve. The program for the "First Class" or third year of the Grammar School was reading (Lovell's Fourth Reader);

spelling and defining (Webster's); elements of grammar (Greene's Introduction); review of geography and history; writing, drawing, and singing by the whole school. The High School course comprised three years only, in the Junior, Middle, and Senior classes. The complete schedule may best be examined in its original form,¹⁰⁹ reproduced in Table XII.

Table XIII, showing advanced studies actually undertaken by New Britain pupils, is derived from the manuscript replies of the school visitors to the circulars issued by the state superintendent of common schools during the five-year period, 1858 to 1862.

TABLE XIII
ADVANCED STUDIES PURSUED: NEW BRITAIN, 1858-1862

Studies	Number of Pupils				
	1858	1859	1860	1861	1862
Algebra	24	60	45	38	37
Composition	161	225	220		
Natural Philosophy..		68	42	30	34
Latin		25	25	32	12
Astronomy				18	30
Meteorology		20	18	16	16
Botany		16			
French		15	10		
Rhetoric		13			
Chemistry		12	24		18
Trigonometry			5	4	2
Surveying				8	1
Bookkeeping			27	27	30
Mental Philosophy..			12		
Physiology			16		12
Geometry			10	9	15

A new man came to the New Britain High School principalship in late 1858, in the person of Mr. John N. Bartlett, who for several years had been "principal of the High School in Collinsville."¹¹⁰ He remained until the close of the school year in 1864, when he was made associate principal of the Normal School.¹¹¹ In 1864, it was reported that "in order to secure a more perfect and complete system of education in our Public Schools, the course of study in the Grammar and High Schools had been re-

TABLE XIV

CURRICULA OF GRAMMAR AND HIGH SCHOOLS, NEW BRITAIN, 1864-65

GRAMMAR SCHOOL

TERM	FIRST YEAR	TERM	SECOND YEAR
First....	Arithmetic, 4 ground rules Geography, Europe, Maps Reading and Spelling	First....	Arithmetic, Fractions Geography, Africa, Maps Oral Grammar
Second...	Arithmetic, Reduction Geography, Europe, Maps Reading and Spelling	Second...	Arithmetic, Fractions Geography, Oceanic Oral Grammar
Third....	Arithmetic, Denominate Numbers, four rules Geography, Asia, Maps Reading and Spelling	Third....	Arithmetic, Decimals Geography, Reviewed Grammar, Introduction

TERM	THIRD YEAR
First....	Arithmetic, Proportion History, United States Grammar, Etymology
Second...	Arithmetic, Percentage History, United States Grammar, Syntax
Third....	Arithmetic, Interest History, United States Grammar, Syntax and Prosody

HIGH SCHOOL

TERM	FIRST YEAR	TERM	SECOND YEAR	TERM	THIRD YEAR
First ...	Arithmetic Grammar History	First ...	Algebra Nat.Philosophy Physical Geog.	First ...	Geometry Mental Philosophy Geology
Second .	Arithmetic Grammar History	Second .	Algebra Nat.Philosophy Physical Geog.	Second.	Geometry Mental Philosophy Astronomy
Third ..	Arithmetic Physiology Zoölogy	Third ..	Algebra Botany Chemistry	Third ..	Geometry Moral Philosophy Political Economy

Pupils preparing for college or taking a classical course will have Mathematics, as above, and Latin and Greek in place of other studies.

Reading, Spelling, Writing, Drawing, Composition, and Declamation through the course.

Bookkeeping, French, and German, are optional.

arranged and systematized.”¹¹² The classical course in the High School was an optional one which had been introduced “to meet a growing want in our own community, and to afford an education at home for youth who must otherwise be sent to other towns, and also to call from abroad a sufficient number of pupils to give material aid in defraying the expenses of the school.”¹¹³ Both the Grammar School and the High School courses¹¹⁴ are shown in Table XIV.

Consideration of the organization and development of the institution which has been usually referred to as the third public high school in order of establishment in Connecticut concludes herewith. In the strictest sense the New Britain High School fifteen years after its opening was really not a high school, but, rather, an important district school, in the Central district, offering advanced instruction, and just beginning in 1865 to approach the genuine high school category.

NEW LONDON

An incorporated Union School designed to furnish facilities for a thorough English education and the classical preparation necessary for college entrance and guaranteed by wealthy citizens of New London in 1774 dealt the first strong blow to the Public or Bartlett Grammar School, the lineal descendant of the county grammar school ordered by the colonial act of 1672.¹¹⁵ A series of capable masters directed the instruction for nearly fifty years.¹¹⁶ The finishing blow, not only to the Public Grammar School, but to the common schools generally in New London was given in 1799 by the establishment of a female academy by families of social influence and wealth.¹¹⁷ In this new school and the Union School for boys the best educational interests of the community were centered, and the publicly managed Bartlett Grammar School and the district schools of the town sank into innocuous desuetude.¹¹⁸ The credit for reviving interest in the public schools of the community goes to Thomas S. Perkins, Esquire, who in 1836 began his efforts to improve conditions.¹¹⁹

The school returns of 1838-1839 from the New London School Society¹²⁰ showed between four and five hundred children belonging to the city districts who were in no school, public or private. In the latter part of 1839 the building designed for the

town Grammar School was in disrepair.¹²¹ Inquiry had elicited the fact that until a year or so previously there had been but one district school for the city section enumerating over twelve hundred children of school age.¹²²

In 1841 there were signs of reviving interest. The *Annual Report of the Board of School Visitors* gave considerable space to the matter of gradation of schools. In this document again is met the influence of Henry Barnard's Independence Day address of 1838, as repeated in New London. Mr. Isaac G. Porter, chairman of the board of visitors, wrote: "This committee are decidedly in favor of such a gradation as is alluded to in your circular, and more fully explained and enforced by your Secretary, in a recent lecture before the Young Men's Library Association in this city.¹²³ . . . In our most populous districts, a union school, of two or more, for the benefit of the older scholars in each, would doubtless operate well." From a practical viewpoint, however, owing to geographical extent of districts, the chairman was of the opinion that "the idea of a central school for the whole society, is, with our present limits, entirely chimerical."¹²⁴

In spite of setbacks and obstacles the friends of education, under such leaders as Thomas S. Perkins, eventually brought the common schools of New London out of the slough into which they had fallen. By 1852 or 1853 a system of graded schools had been put in operation, with a high school crowning the whole.¹²⁵ Promotion from one department to the next highest was by examination throughout.¹²⁶ The funds of the High School were: the appropriation of the town, \$1,100; income from bank stock, \$235; rent of the ferry to Groton, \$30; tuition of pupils out of New London, \$24; making a total of \$1,389. At the annual town meeting in October, 1853, the citizens voted \$3,100 to be appropriated from the town treasury for the use of the schools. One hundred fifty dollars was voted for repairs and alterations of the High School building.¹²⁷ The "wealthy, though childless" had shown a willingness to be taxed for public education and the "heavy influential men" were on record as in favor of having good schoolhouses, good teachers, and *good schools*, and of paying for them.¹²⁸

At a city meeting held October 2, 1854, it was voted to raise for the following year \$3,200 for the district schools, \$1,500 "for the ladies' high school," and \$1,300 "for the lads' high school,"

making a total appropriation for the cause of public education of six thousand dollars, which represented practically double the amount voted the previous year.¹²⁹

A news item of March, 1855, announced the appointment of Amos Perry, Esquire, of Providence, as "Principal of the Young Ladies' Public High School, which is about to be opened in New London."¹³⁰ A salary of \$1,200 was paid him. He was said to have had "large experience in the management and instruction of schools." A considerable portion of the three years previous to his going to New London had been spent by Mr. Perry in Europe, where he had "enjoyed the best advantages of becoming well acquainted with the systems of instruction practiced in the most celebrated institutions both in Great Britain and on the Continent."¹³¹

New London had "now entered upon a new epoch in her history—the educational epoch" and was "rapidly taking her place in the foremost rank of the cities of New England" in her liberality of provision for public instruction.¹³² A description of the three-day semi-annual examination of the "New London High School for Boys, formerly known as the 'Bartlett Grammar School,' under the superintendence of the Principal, Mr. E. B. Jennings," indicates that there were examined classes in English grammar (two), geography (one), arithmetic (two), algebra (one), navigation and surveying (one), mental mathematics (two), Latin (three), and Greek (one).¹³³ A brief historical sketch explains that the Bartlett Grammar School was so called from an early inhabitant of the town who bequeathed his property to found a free school for the boys of New London. Most of the bequest had been of little avail. The income in 1855 was only two hundred dollars a year. The town for many years controlled the school and supported it by charging quarter bills of from three to six dollars, making the school in point of fact, a private one. In 1852 the town made the first appropriation adequate to support the institution as a free school. The district schools of New London had all been relieved of the capitation tax, and the "female high school" which was scheduled to open on April 1, 1856, was to be a free one, based upon the same principles as that of the male high school.¹³⁴

Great stress was laid upon the study of Latin. While it was not a required subject, nearly every member of the High School

elected it, undoubtedly influenced by the high opinion of Latin "as a *discipliner*" entertained by the principal and by Mr. Lewis Bristol, chairman of the committee. "If a boy intends to become a cooper, blacksmith, or sailor, they think he would be better prepared to enter upon such callings, and would become a more valuable and useful citizen, after having his mind disciplined, cultivated and strengthened by the study of Latin, in connection with other branches."¹³⁵ This high estimate placed upon the classical branches could not fail to give a good character to the instruction in the New London high schools.

Just what that character was can be estimated from a detailed elucidation of the "Course of Study in the High School of New London" in 1855.¹³⁶ Since few of the scholars expected to enter college, the object kept in view was to give an education which would fit the children to engage in the ordinary, practical duties of life, one such as would render them good salesmen, good mechanics, successful merchants, and influential in whatever business they might engage. This object was to be attained through a discipline of the mind, an intellectual cultivation. The two branches of this mental discipline were considered to be power of thought and facility of expression. For the former the study of mathematics was adjudged the most effective means. Some question as to whether the older students, from fourteen years and on, would really profit greatly by continued application to mathematics was raised. No change, however, was contemplated in the course of study with respect to this branch. It was with reference to the exercises of the high school which were to conduce to facility of expression that a change was instituted. "To give a scholar the power of expressing himself clearly, to enable him to utter every thought of his heart, and to pour forth ideas as fast as they can be formed in the prolific brain of man; to give elegance to ordinary conversation, and fluency and eloquence to public speaking, requires early and long continued and careful attention." This matter had previously not been properly stressed by the New London teachers and by others. "The influence of man depends very much on his attainments in language. Who has failed to notice that those who have this power will often succeed where men of greater soundness fail; that the slow and cautious thinker is overborne by the versatility, the agility, and even by the noise of the outspoken and fluent con-

verser; that men of sense and women of taste give up their judgment to the persuasions of the plausible and easy talker; that in every station of life the man whose power of language is good is the successful man; that the merchant and the salesmen depend for their success as much upon this faculty as upon the more solid qualities of depth of thought and skill in plan; that the mechanic has constant occasions for its use in his explanations, his contracts and his orders; that every man who has a bargain to make can do it with more facility and success by means of practice and knowledge in this department; that every man who wishes to please individuals, or to become popular with the multitude is to a great extent dependent upon this one quality; and that to the professional man it is the *sine qua non* to any marked success." The New London High School had a great asset in the guidance of a man who could formulate such a clear-cut statement in justification of a course of study. Ingenuity was displayed in providing for attainment of the ideal without radical change in the existing system.

The subject at hand was Latin and "the study of Latin was made the basis of direct instruction in this accomplishment." The change was in the method of teaching. Instead of literal or word-for-word translations, there was adopted "the principle of requiring the scholar to give the *exact sense* of the Latin passage *in the best and most expressive English*."

Although this scheme was primarily used for the boys' high school, Mr. Bristol, who was one of its chief advocates, described its application to the education of girls. Latin became an important study in the Young Ladies' High School. The first public examination of this newly opened institution was held in 1856.¹³⁷ A significant sidelight on interest in education in New London was the sympathetic attitude of Mr. Henry P. Haven, mayor of the city. Teachers, committee members, and mayor were "united in heart and hand."¹³⁸

The Bartlett, or boys', High School in 1856 was sustaining its good reputation. Although apparently not chiefly concerned with the preparation of boys for college entrance, it yet made successful provision along this line. It was reported in November, 1856, that six of the recent graduates of the High School had gained admission to some of the colleges.¹³⁹

The annual reports of the principals of the high school present

for 1857 the studies pursued and size of classes.¹⁴⁰ These are shown in Table XV.

TABLE XV

BARTLETT AND YOUNG LADIES' HIGH SCHOOLS, NEW LONDON, 1857

Studies	Number of Pupils in Various Classes	
	Bartlett High School	Young Ladies' High School
Arithmetic	68	whole school
Algebra	25	30
English grammar	55	whole school
History	63	
Bookkeeping	9	
Latin	60	50
Greek	15	
Geometry	22	6
English literature	15	
Natural philosophy	29	"large class term before last"
Mental mathematics	37	
Physical science	20	
Navigation and surveying..	2	
English composition		whole school
Reading and recitations...		whole school
Vocal music		whole school
General history		22
United States history		12
French		25

Mr. Perry's report for the girls' high school refers to "the prescribed course of study," but no division of the curriculum into years and classes is indicated.¹⁴¹ In this high school, as in other similar early institutions of the type in Connecticut, the course indicates an extending upward of the district school branches with not yet any commonly accepted separation point marked off between the elementary and the more advanced instruction. Mr. Perry reported that "all the pupils are required to have occasional exercises in the common elementary branches; and their advancement to the higher studies depends on their proficiency in these."¹⁴²

The boys' high school was fully dedicated to "the plan adopted by the Committee at the commencement of our free School existence, of so arranging the system of instruction, as best to

develop and strengthen all the faculties of the mind.”¹⁴³ The guiding principle that had been adopted was that the mind, to be properly developed in the briefest possible time, should proceed promptly to “a course of *thorough, disciplinary studies*, in connection with *useful practical branches*, whose truths may easily be received and applied at every stage of its development.”¹⁴⁴ In accordance with this conception, the course was outlined thus: (1) a few preliminary branches; (2) mental mathematics and Latin, as “*immediate disciplinary studies*”; in conjunction with (3) English literature, the natural sciences, and the simpler practical studies of life.¹⁴⁵ This scheme was asserted to have received the sanction “of many of the most distinguished and experienced Educators of New England”; and to have been adopted “by several schools of a similar grade” in Connecticut. The class of 1857 of the Bartlett High School graduated fifteen young men, some of whom entered higher institutions, the rest going into various trades and professions.¹⁴⁶

In the spring of 1858 Mr. Perry severed his connection with the Young Ladies' High School of New London and returned to Providence to head a private school for girls. In his place a woman principal was appointed for the Young Ladies' High School.¹⁴⁷ On July 30, August 2 and 3, the annual examinations of the New London High Schools were held. At the graduation exercises of the Bartlett High School, August 3, 1858, Mr. David N. Camp, the state superintendent of common schools, made a short address.¹⁴⁸

By vote of the town in 1857 the entire care of the high schools had been committed to the Board of Visitors.¹⁴⁹ In 1859 the special committees for the high schools gave their separate reports.¹⁵⁰ The Young Ladies' High School was now under the principalship of Mrs. S. M. Wyman. The visitors state, regarding the course of study: “Not only are the higher branches taught, but reading, spelling, and writing are studies not thought out of place—and in our opinion they are dropped often-times too soon.”¹⁵¹ Not in the minds of the supervisors of the New London high schools was any intention of making these institutions “one-horse colleges.” For the Bartlett High School the date of the *Report*, October 1, 1859, marked the completion of the seventh year of the school's existence “since its establishment by the town upon the present *free* basis.”¹⁵² A new system of grading

running through every department of the educational organization of the city was now in operation. By this "boys are fitted to enter this school, where they commence immediately to reap the full benefits of a systematic and judicious course of mental training, with boys of equal age and qualifications, gathered as they are from the more advanced classes in the various schools of this city."¹⁵³ Time was now released so that the boys might "press forward rapidly" and "in the course of two, three, or four years they have acquired an education fitting them at once for any of the industrial pursuits or professions of life, and for an advanced station and influence in society."¹⁵⁴ The graduating class of 1859 numbered twenty-nine. The average length of attendance at the school was given as "between three and four years." A few had been "constant members for five years." Table XVI gives the 1859 statistics of the New London high schools.

In this same year (1859) convincing evidence of opposition to the cause of advanced education at public expense cropped out. The question of whether the citizens should abolish the High Schools was pushed to a formal issue. Happily for the friends of education the vote was three to one for the continuance of the high schools.¹⁵⁵

The public schools of New London as constituted in 1860 were arranged into seven districts in which were twenty-two schools. The two high schools, which were common to the whole town, contained 160 pupils and four teachers. In the district schools were 1,582 children and 28 teachers. The town still harbored five private establishments of 155 pupils and seven teachers. A good academical education could be obtained in either high school, the plan of study including Latin, mathematics, and natural sciences. Girls by attending the entire course were qualified to become teachers, with no further preparation needed. The Bartlett High School offered instruction in bookkeeping, surveying, and practical navigation. Greek also was taught and students were prepared "to enter any of the New England colleges."¹⁵⁶

Five years later Mr. E. B. Jennings continued at the head of the boys' high school.¹⁵⁷ The studies of the school remained practically the same.¹⁵⁸ "A military organization" connected with the school reflected Civil War conditions. At the Young

TABLE XVI
HIGH SCHOOLS OF NEW LONDON, 1859

YOUNG LADIES' HIGH SCHOOL

Below we give the statistics of the past year:

Whole number of scholars attending school during the year	85
Number of new scholars admitted	21
Average number of scholars each term	60
Average attendance of scholars each term	58
Number in Arithmetic	70
Geometry	1
Algebra	22
English Grammar	85
Analysis of Poets	18
Rhetoric	24
General History	35
English	63
Physical Geography	25
Latin	56
French (Private Tuition)	30
Drawing	35

All the scholars throughout the year engage in exercises of Reading, Spelling, Composition and Vocal Music.

New London, Sept. 24, 1859

HIRAM WILLEY } School
J. C. LEARNED } Visitors

BARTLETT HIGH SCHOOL

The statistics of the school, and the branches pursued during the past year are as follows:

Whole number attending school during the year	91
Number admitted on examination	49
Average attendance each term	60
Number completing the course	29
Number in Arithmetic	84
History	40
Algebra	18
English Grammar	45
Latin	43
Physical Science	48
Bookkeeping	14
Greek	9
English Literature	15
Philosophy	20
Natural History	18
Geometry	16
Rhetoric	12

All attend to Declamation, Composition and Singing.

New London, Oct. 1, 1859

NATHAN BELCHER } School
J. R. MERRIAM } Visitors

Ladies' High School ten members having completed the "required course of study" and passed satisfactory examinations were awarded diplomas at the end of the academic year, 1865. Mrs. Wyman, the principal, had tendered her resignation. In connection with the graduation exercises in 1866 a "Classical Course" is mentioned from which eight young women were graduated "with all the honors," while five were awarded diplomas in the "English Course."¹⁵⁹ This year marked the twelfth anniversary in the history of the girls' high school.

In 1867 a four-year course of study was reported for both the Bartlett High School and the Young Ladies' High School. In the former, higher mathematics, philosophy, chemistry, and history, as well as Greek and Latin were studied. Boys were fitted for college. In the girls' school the four-year course included Latin, mathematics, and the higher English branches.¹⁶⁰

The Bartlett High School came to a sudden but honorable end on the twelfth day of August, 1873. In 1849 Mr. Leonard Bulkeley had left the residue of his estate to a group of trustees, to found a free school for the boys of New London. The stipulation was that the income from the bequest should be kept intact with the principal until the whole should amount to fifty thousand dollars, when the necessary action to establish the school was to be taken.¹⁶¹ There was laid on the records at a meeting of the Board of Education of the New London Union School District, held August 12, 1873, the following resolution:

WHEREAS, The Board is advised that the Bulkeley School is to be opened this Fall, by the Trustees thereof;

Voted, That the Bartlett High School be and is hereby discontinued. . . .¹⁶²

So far as known this is an action which is unique in the annals of Connecticut secondary schools, where a town high school which was serving its purpose well was abolished by a stroke of the pen, as it were, to give place to an endowed and incorporated school in which "the advantages of the best High School education will hereafter be furnished the boys . . . without public or individual expense."¹⁶³

These two New London public high schools are not mentioned by Steiner in his list of early Connecticut high schools¹⁶⁴ nor by Grizzell in his table of high schools established in Connecticut

before 1865.¹⁶⁵ Yet it will be readily agreed, on the basis of the foregoing descriptions, that both these schools may as properly be included as either the Middletown City High School or the New Britain High School. These institutions were, in point of fact, glorified district schools of a higher order, kept for the benefit of the older children of the whole society in each case.

WATERBURY

The "Waterbury High School" was opened on January 17, 1851.¹⁶⁶ The new establishment represented the first fruits of the incorporation of the Waterbury Center District, which held its first meeting on July 14, 1849, and had set about at once to establish a high school as a part of the public school system to displace the old Academy which dated back to 1785.¹⁶⁷

The rules and regulations prescribed by the Waterbury Board of School Visitors in 1852, while the schools were under the charge of Reverend E. B. Huntington as principal, gave the organization of the system: one High School, one Grammar School, one or more Intermediate Schools, and "such Primary Schools as the number and localities of the primary pupils may require."¹⁶⁸ Admission to the High School was granted to all applicants who could pass a thorough examination in reading, penmanship, note and letter writing, Thompson's *Practical Arithmetic*, modern geography, United States history, and analysis.¹⁶⁹ As for the course of study in the High School, it was evident that no systematic plan had yet been worked out. All the previous studies—in the Grammar School these were arithmetic, geography, grammar, history, and natural philosophy—were to be reviewed "in occasional exercises with the pen." Every pupil was expected to master the several studies already undertaken, before taking others. "Every prominent deficiency in the preparatory studies must be specially provided for, even if the pupil is obliged to recite with the classes of the lower departments." Such a provision reflects the condition of instruction in the schools from which the high school drew its members. As for specific studies of advanced grade offered, the statement went: "Any of the studies pursued in our Academies, will be admitted as they are called for, and careful and thorough instruction given in them."¹⁷⁰ In May, 1853, at a special meeting of the district, the

sense of the gathering was that all the schools, including the high school, should be free to the children of the district.¹⁷¹ Apparently the district was not yet certain just what character it wished the high school to have. The voters convened in November of 1853 made the proposal that "any branches of study not taught in the English language" should be forbidden. Instruction in instrumental music also came in question.¹⁷²

It was, indeed, a good many years before the school became "a high school in fact as well as in name." From time to time favorable reports from sanguine sources furnished general information about the institution. In June, 1854, Waterbury was referred to as "probably the *smartest* city in all New England."¹⁷³ Reverend E. B. Huntington, principal of the high school, was credited with having done a good work there. "He has shown the people what a good, free high school is."¹⁷⁴ A few months later Mr. Huntington resigned to accept a similar position in Stamford.¹⁷⁵ Professor Charles F. Dowd of the University of Maryland was appointed principal of the Waterbury High School.¹⁷⁶ Mr. Dowd was by this action returned to his native state after a two-years' absence. An item dated December, 1855, told of the institution by Professor Dowd of a system of weekly reports on the attendance, conduct, scholarship, and standing of each member of the High School.¹⁷⁷ In 1857 Mr. Dowd resigned to accept a professorship in the State Normal School at New Britain.¹⁷⁸

A communication to the state superintendent from Professor Dowd in 1857 designates the upper Waterbury school as "a mixed high and grammar school."¹⁷⁹ "The mixed grammar and high school contains about one hundred and eighty scholars. There is a prospect that this school will be divided into three schools, two of which will grade as grammar schools, and one as a high school."¹⁸⁰ Lack of proper facilities had resulted in very inadequate gradation and classification.

The Waterbury schools in 1858 were under the care of Mr. Hulse, who was "evidently accomplishing a good work."¹⁸¹ A brief visit to the several rooms showed them to be "in a good state of discipline." In 1859, Professor Dowd, who on account of ill health had resigned the associate principalship of the State Normal School, returned to Waterbury as principal of the high school and superintendent of schools.¹⁸²

TABLE XVII

WATERBURY HIGH SCHOOL: COURSE OF INSTRUCTION, 1867¹⁸⁴

WATERBURY. Waterbury High School, Principal, Prof. Henry B. Bucknam; two assistants. Pupils, 55 boys, 45 girls. No separate appropriation is made for this school, but it is supported in the same way as other schools in the district. The course of instruction extends through five years, as follows.

Elementary Class....Intellectual Arithmetic, Written Arithmetic, begun, English Grammar, do., Geography, Descriptive and Political do., Reading, Writing, Spelling.

Middle Class.....Intellectual Arithmetic, Written Arithmetic, finished, English Grammar, do., Descriptive and Political Geography, do., Reading, Writing, Spelling, and *English Composition.

Junior Class.....Intellectual Arithmetic, Written Arithmetic, Reviewed, English Grammar, do., Geography, do., History U. S. A., Analysis and Parsing, Reading, Writing, Spelling, and *English Composition.

Higher Class.....Natural Philosophy, **Ancient and Modern History, begun, **Algebra, *English Composition, Reading, Writing, Spelling, and weekly reviews of Arithmetic, Geography and Grammar.

Senior Class.....**Rhetoric, **Algebra, finished, **Ancient and Modern History, do., Chemistry, *Botany, and **Constitution U. S. A. and Connecticut, and weekly reviews of the previous studies.

Optional Studies.....*Latin, Greek, and Bookkeeping.

Candidates for admission to the Elementary Class of the High School must have passed through the highest class of a Grammar School with credit, and have sustained a satisfactory examination upon the following studies:

Arithmetic..Notation, Numeration, Reduction of U. S. Money, Common and Decimal Fractions.

Geography..Definitions and Maps of the World, North America, United States and Europe.

Grammar...Etymology, or the first half of Greene's Introduction.

* Weekly studies.

** Semiweekly lessons.

In 1860 at the annual meeting the vote was recorded that the high school should provide only an English education. The indication is that there was still no organized course of study in the establishment. The following year a practical reversal of the earlier vote was effected. Such additional studies as the board of education approved were to be permitted in the high school. According to Anderson, whom Grizzell follows, the higher branches were reinstated and since that date (1861) "the school has been a high school in fact as well as in name."¹⁸³ A scrutiny of Table XVII, giving the Waterbury High School curriculum of 1867,

will reveal that of the studies which are most frequently referred to as "higher" or "advanced," natural philosophy, ancient and modern history, and algebra are the first which are included, appearing in the fourth year of the course. The fifth or Senior year would readily be accepted as presenting a high school course. Taking the curriculum as a whole, clearly the Waterbury High School of 1867 continued to be a "mixed grammar and high school." The schoolhouse of the Waterbury Center District was called the "high school," taking its name from the "High School Room" where the advanced studies were taught, but in the same building were offered also all the elementary, or "common English branches," of the usual district school.

NEW HAVEN

The New Haven county convention of November 13, 1838, followed the course taken by the other county groups and formed the "New Haven County Association for the Improvement of Common Schools."¹⁸⁵ The fourth article of the constitution defined the duty of the vice-presidents, which consisted in calling meetings of "friends of the cause" in their respective towns, and "to organize, as early as practicable, auxiliary associations therein." Henry Barnard addressed the gathering at the afternoon session. The influence of New Haven was felt in the evening, when Wm. P. N. Fitzgerald, newly elected vice-president of the County Association, offered several resolutions upon the Lancasterian or monitory system of common schools. After a lengthy discussion, upon motion of Mr. Leonard Bacon, the president, also from New Haven, two of the resolutions were adopted:

Resolved, That in the opinion of this Convention, it is highly important in order to the improvement of our Common Schools, that the principle of mutual instruction be more extensively employed; and that the operation of that principle, as manifested in the Lancasterian School in New Haven, is recommended to the attention of Teachers and School Visitors.

Resolved, That to the successful improvement of our common schools, it is important that larger bodies of pupils be placed under the direction of competent teachers, which cannot be done without the more extensive adoption of the Monitorial System.

Further discussion followed concerning the resolutions reported by the Committee of the Convention. Eight were adopted. The fifth resolution opened with this statement:

Resolved, That it is worthy of serious consideration whether the principle of classification and gradation of schools ought not to be introduced into our system to a greater extent, so that teachers of a higher order may be employed for children more advanced, while females instruct the younger. . . .¹⁸⁶

Bacon, early in 1839, addressed circulars to the several gentlemen who had been appointed vice-presidents of the county association. Ways were suggested for rendering efficient service to the cause of popular education. The question of advanced instruction was broached in these words: "May it not be judicious to present to the association in your town, as worthy of serious enquiry, whether a classification and gradation may not be introduced among the schools in your town, so as to secure a school of higher order, with a more highly qualified teacher for the more advanced children, while females instruct the younger?"¹⁸⁷ The letter urged the collection of all sorts of statistics bearing on the condition of the common schools in the several towns of the county.

The returns to the State Board of Commissioners for 1838-1839 revealed a significant situation. How well supplied with educational agencies New Haven was in 1831 has been alluded to in an earlier chapter.¹⁸⁸ In 1838-1839 the report stated that not including Yale College there was paid for "private tuition" in New Haven alone the sum of twenty-five thousand dollars.¹⁸⁹

The Lancasterian School of New Haven which was set forth in the first of the resolutions quoted above as an example to guide in the improvement of the common schools of the whole county dated back to 1822. For about thirty-five years, with a brief break when he went to the Mount Pleasant Classical Institution at Amherst, Massachusetts, Mr. John E. Lovell was the sole principal of the Lancasterian School. Under his skillful management the establishment secured and held a firm place in the New Haven public school system. Lovell had, before coming to America, held the position of master in the similar Borough Road Institution in London.¹⁹⁰ A personal disciple of Joseph Lancaster,¹⁹¹ Lovell came with Lancaster to America (1818) and shortly after established himself in New Haven.¹⁹² The list of educational institutions in New Haven in 1831 names "one Lancasterian school for Boys, one Lancasterian school for Girls," referring to Lovell's school which had the two departments.¹⁹³

In 1837 a traveler in that section of New England visited New Haven, which then contained "many excellent schools," but he confined his attention "almost exclusively to one, a district school, taught by Mr. Lovell." This school, the traveler asserted in the third volume of the *Publications of the Central Society of Education*, "is the best of any description that I have yet seen in the States."¹⁹⁴ In 1837 the school contained 270 boys, "and a more orderly and respectable set of little fellows, I never saw in my life."¹⁹⁵ Mr. Lovell was so highly esteemed that some of the Yale professors had intrusted their sons to his charge and spoke in the highest terms of his merits.¹⁹⁶

It is not intended to go into great detail with regard to this school. An exact and minute account of its inner workings was presented from the pen of Mr. Lovell himself in the *Connecticut Common School Journal* of June, 1840. The studies pursued did not include many which might be regarded of high school grade. Astronomy was taught through the medium of a book written by a former principal (1832) of the Hartford Grammar School, Fellowes's *First Lessons in Astronomy*, "a well adapted and masterly little performance."¹⁹⁷ The point to be emphasized is that in this Lancasterian institution was a successful, flourishing school of widespread repute in the community, furnishing a noteworthy example of the advantages of classification, and maintained with economy of effort and expense. The Lancasterian School house was the center of the educational interests of the community. The annual school meetings were held there, and the school registered a larger number of pupils than any other school in the city until after the Webster graded school was opened in 1853. The Lancasterian School may have acted as one influence deferring the establishment of the high school in New Haven. When the proposal for the high school was under advisement, one committee let it be known that they "would not recommend any serious innovations upon the Lancasterian system, because under the management of Mr. Lovell, and Miss Harrison, they have been found to be successful, though they [Lancasterian schools] have not been entirely satisfactory in other places."¹⁹⁸ After the public high school was finally established, it was early housed in the building formerly used as the Lancasterian school building. Mr. Lovell for long was a venerable influence in the town. He was the author of several school readers. His *Pupil's First Book*

was in 1838-1839 used in the district schools of fourteen school societies in the state; his *Speaker*, in four different places.¹⁹⁹ So important did his writing of textbooks become to his personal affairs, that he urged this as one reason for resigning in 1857 after thirty-five years of service. His letter of resignation, dated April 23, 1857, states: "The schoolbook enterprise in which I have been for some time engaged is opening up cheering prospects of success, and the whole of my time is demanded for literary labor in that direction."²⁰⁰ The high regard in which Mr. Lovell was still held in 1872 was strikingly demonstrated at the formal opening of a new high school building by the twelfth number on the program of exercises, September 2, 1872: "Presentation to John E. Lovell, from the members and officers of the Board, of a cane made from a rafter of the old Lancasterian School House, by Hon. E. K. Foster, with reply from Mr. Lovell."²⁰¹

This, then, was the Lancasterian School and its master—the institution which was to be a pattern, and hence the forerunner, of advanced educational instruction in New Haven county according to the resolution of the convention held November 13, 1838. Progress of the idea of a school of a high order in the city of New Haven will now be sketched.

The Board of School Visitors of the New Haven First School Society, in their *Annual Report* for 1840, strongly recommended "the immediate establishment of a school of a higher order, to which those scholars in the several district schools, who have attained a certain degree of advancement in studies, may be admitted."²⁰² A Board of Examiners, consisting of all the teachers in the Society and the school visitors was proposed "for the purpose of deciding upon the qualifications of applicants for seats in the higher school."²⁰³ The thought was expressed that inasmuch as only a limited number could be admitted, "the desire of advancement to that school would raise a spirit of rivalry among the teachers and scholars, which would excite the ambition of all, and give an interest to their studies beyond the mere desire of acquiring knowledge."²⁰⁴ R. S. Hinman, chairman of the board of visitors, Charles Robinson, and Leonard Bacon, president of the New Haven County Association, were appointed a committee to take under advisement the matter of a high school. Barnard, commenting on this *Report*, expressed the hope

that early action would be taken. It was his conviction that were a high school added to the New Haven system, meeting the wants of a large portion of the Society, there would soon result an increased interest in public school affairs. He expressed the further hope that should the Society neglect or refuse to establish a high school, the First School District, which embraced nearly the entire population of the city of New Haven, might go forward with the enterprise.²⁰⁵

No action had been taken by the end of 1841 by the committee on the subject of a high school for New Haven. Barnard remarked: "As the committee move slow, it is presumed their plan will be well matured."²⁰⁶ The *Annual Report* of the school visitors dealt with the topic of the high school in this fashion:

Such an institution is necessary to carry out the designs of the founders of our common school system, and necessary to the best interest of the community. The objection, often made to the establishment of such a school, that it would require a tax for its support, the Board considers a decided recommendation.—The public need something to rouse them from the apathy into which they have fallen on this subject; and the Board are of opinion that nothing could do it so successfully and so readily as a tax.²⁰⁷

The high school committees of New Haven continued for a decade more to "move slow." From 1850 on the subject of a high school was periodically agitated until the ultimate establishment of the institution in 1859. The board of visitors in 1850 went on record as deploring the multiplicity of textbooks and hence of studies which were being introduced into the public schools. They admitted, however, that there were a few scholars in some of the schools "who, by their proficiency," were entitled to "instruction in the higher Arithmetics, in Philosophy, Surveying, Mathematics, the Latin language, &c."²⁰⁸ The question was, should such a classification in the schools as the Board had recommended to correct the existing evils be disturbed and the time of the teachers, which belonged to the whole school, be taken to hear recitations and lectures in the advanced studies mentioned, for the benefit of a handful of the scholars?²⁰⁹ The question is answered in the negative. "What, then, is the remedy for this defect in our School System? We answer without hesitation, a HIGH SCHOOL, where these higher branches of knowledge should be exclusively taught by teachers of the highest at-

tainments.”²¹⁰ Into such a school the more advanced scholars, who could pass the proper examination and whose general conduct was satisfactory, could be placed semi-annually or oftener. The high school, it was believed, “would give tone and character to the Primary Schools, and induce a spirit of emulation among pupils and parents.”²¹¹ Patrons of private schools, noting the improved conditions in the common schools, brought about through the influence of the high school, would send their children again to the public institutions. Still paddling about off shore not quite decided when was the opportune time for a landing, the committee, though favoring the high school idea, were “not prepared to recommend the immediate establishment.”²¹² “On the contrary,” they “would suggest a delay of a few months, and a separate report, at a special meeting, called expressly to consider this subject.”²¹³ It was suggested that should a high school be determined upon, this action would better be accompanied by a union of the three districts in one school district or by a division of the Society.²¹⁴

In 1851 much still remained to be accomplished in the way of classification of scholars in the New Haven schools.²¹⁵ The committee recognized that a gradual improvement was taking place, but they evidently felt that they had been proceeding overcautiously in the matter of suggesting changes. Arguing “from the readiness with which the Society last year met the proposition in regard to the establishment of a High School,” they inferred that they “might have been sustained in proposing and attempting to adopt a general and radical change” in the mode of conducting the common schools.²¹⁶ The high school had not been recommended with the idea of “giving very superior advantages to one or two hundred pupils annually” so much as with “the wish to establish an institution which would serve as a model, in some respects, for those of the lower grades, and stimulate efforts on the part of the teachers and pupils of the Common Schools, that would result in the rapid improvement of the two thousand or more youths who are registered in the latter.”²¹⁷ The Society had by a unanimous vote given the committee authority to call a special meeting whenever they should deem it expedient “for the purpose of organizing a High School.”²¹⁸ On the strength of this authority the committee had investigated the organization and workings of the but recently

opened Hartford High School. As a result of their investigation they had been induced to postpone for a time any further action. They had learned "from published statements, and also from a visit, which a portion of their number subsequently made to that city for the purpose of witnessing the operation of the Schools there, and of the High School in particular, that the latter had not, in all respects, answered the expectations of its originators."²¹⁹ Later intelligence had indicated that the Hartford High School was working more smoothly, but the committee, "in the absence of a positive order from the Society to establish a High School" in New Haven, thought it unnecessary to give further consideration to the subject at that time.²²⁰ The cogent reason for dropping the matter was the expense which the investigators of the Hartford situation had seen would be incurred. They did not, however, relinquish the hope "that a High School may within a reasonable time be established in New Haven."²²¹ The committee now proposed that a model graded school be erected, or existing buildings be transformed, to make possible a perfect classification of the scholars. Such a plan could be put into operation at a moderate expense and by introducing classification into all the schools gradually a more solid foundation would be created upon which a high school might ultimately be built.²²² Specifically the committee urged one new building "containing a sufficiency of rooms for five grades of scholars, with separate recitation rooms for the older pupils."²²³ Children would then be routed up through the various grades to the highest department of the proposed new school. In the highest department the pupils would be fitted for the High School, "whenever such an institution shall be established, or the upper grade may be in some respects a High School."²²⁴

At a special meeting of the New Haven First Society on June 19, 1852, the plan of the Board of School Visitors for a system of graded schools was adopted.²²⁵ To make possible the proper operation of the proposal, important additions to the George Street and to the Lancasterian School buildings were ordered made and the necessary appropriations voted.²²⁶ Two further resolutions were unanimously adopted and approved at this meeting:

Resolved, That a High School is an essential part of a thoroughly graded system of Public Schools.

Resolved, That the Board of Visitors are hereby instructed to prepare plans for a thoroughly graded system of Public Schools, with an estimate of the expense necessary for carrying them into effect, and to propose them to be adopted at as early a period as practicable.²²⁷

A suggestion as to one important factor which was operating to delay action on a scheme affecting the whole Society, as the establishment of a common public high school would, is voiced in the *Report* for 1853. The division of the Society into districts, each with its independent committee, had resulted in New Haven, as elsewhere, in uneconomical disbursement of funds and lack of uniformity of procedure so necessary to the efficiency of the schools.²²⁸ The board were of the opinion that they possessed the requisite authority to secure uniformity of plan and procedure throughout the districts, under the legal clause which declared that the visitors "shall prescribe rules and regulations for the management, studies, books, classification and discipline of the schools in the society," but successive boards had been restrained "by prudential considerations" from the exercise of all their powers.²²⁹ The board had desired to "proceed with moderation—to complete first one school building and organize one school which should be acceptable to the public, and which should in short be regarded as a MODEL SCHOOL."²³⁰ They now went forward with their plan.

This model school was the transformed George Street building, which was opened in 1853 as the "Webster School." The main addition to the old edifice was substantially a copy of the Hartford High School.²³¹ The organization of the new institution was into four distinct grades or departments: the Primary, the Secondary, the Intermediate, and the Highest (or "Grammar School").²³² When the school opened, "so unexpectedly numerous were the applications for admission to the institution," it was found necessary to form the temporary organization of a fifth "school" of indeterminate character at the outset.²³³ A plan of promotions from grade to grade on the basis of good conduct and scholarship as evidenced by passing examinations was initiated. Careful records were kept "of all delinquencies, as well as of all recitations, and the standing of a pupil is determined, not by the partiality of a teacher, but by the footings of the figures."²³⁴ The studies of the Webster School, as published in 1853 when the school opened, are given in Table XVIII.

TABLE XVIII

STUDIES UNDER FIRST GRADATION OF SCHOOLS: NEW HAVEN, 1853

THE WEBSTER SCHOOL

PRIMARY DEPARTMENT.....Reading and Spelling and exercise in the Elementary Sounds of the language, Mental Arithmetic, Drawing on Blackboards, Printing on Slates, Learning the Lord's Prayer, Punctuation, Learning Roman Characters and Arabic Characters, and Singing.

SECONDARY DEPARTMENT.....Reading and Spelling and continuation of the practice upon the Elementary Sounds, Mental Arithmetic, Drawing, Geography of Connecticut, orally taught, and easy Geographical Definitions, with first use of Globe, Simple Exercises upon Slate and Blackboard in Addition, Subtraction, Multiplication and Division; Singing.

INTERMEDIATE DEPARTMENT.....Reading, Spelling and continuation of practice upon Elementary Sounds, Mental Arithmetic, Arithmetic thoroughly as far as Fractions, Geography of the United States, and Geographical Definitions, Map Drawing, History of the United States, Grammar, and Analysis of simple sentences, Writing, and in the First Division, Composition, Declamation and Singing.

FIRST DEPARTMENT OF GRAMMAR SCHOOL.....Reading and Spelling and thorough analysis of Elementary Sounds, Mental Arithmetic and Higher Arithmetic, Elementary Algebra and Geometry, Geography of Europe, Asia, and Africa, Map Drawing, Physical Geography, History, Ancient and Modern, Grammar, and Analysis of Language, Writing, and Astronomy, Natural Philosophy, Composition, Declamation, the general principles of Philosophy and Singing.

To these branches will be added others as fast as they can be introduced without impairing the efficiency of the school in those which are more strictly fundamental, and which the law enjoins shall be *thoroughly taught*. We have not been ambitious to exhibit a school which shall guess at a great deal, and know absolutely but a very little.

The school opened under the principalship of Mr. Moses T. Brown, who a few months earlier had come to Connecticut from the headship of a large and flourishing school in Manchester, New Hampshire, as principal of the New Britain High School.²³⁵ The total number of pupils on the Register was given as 496.²³⁶ Totaling the figures as distributed in the various age groups, the number actually appears to have been 515. Between the ages of four and eight there were 137 scholars; between eight and twelve, 250; between twelve and sixteen, 128. Of the four-to-eight group two attended the Second or Intermediate department; 21, the Third or Secondary department; 90, the Primary;

while in the fifth school were 24.²³⁷ The pupils from eight to twelve years attended as follows: 11 in the Highest or Grammar School; 87 Intermediates; 97 Secondaries; 18 Primaries; 37 unclassified.²³⁸ Of the scholars who would ordinarily fall in the high school group, ages twelve to sixteen, 78, or just over sixty per cent of the whole number, had been placed in the highest department or Grammar School; 39, or about thirty per cent, were Intermediates; eight were Secondaries; three, ungraded.²³⁹ Only very elementary studies were listed, even in the Highest grade, but it was stated that other studies were in progress there, which would be reported on when the classification should be more complete.²⁴⁰ The idea in mind was that at the proper time this first department of the Webster School could be changed into a "High School, or an institution of similar character."²⁴¹

In 1854 one of the buildings previously used for white children was turned over to a school for colored pupils. This resulted in an increased number of applications for admission to the Webster School; so much so that the Board had been obliged to reject for want of room from 150 to 300 applicants at the beginning of every term.²⁴² The situation threatened the overthrow of the graded system, by reason of the attitude of some parents that the pupils *in* the school should "take turns" with those *out* in enjoying the advantages of the Webster institution.²⁴³ In the upper department the committee had found the progress in the "ordinary branches" sufficient to warrant the introduction of three advanced studies, astronomy, physiology, and general history.²⁴⁴ To take care of increased numbers of pupils a new graded school, the "Eaton Public School," was well on the way to completion.²⁴⁵ The number of pupils over twelve years old had doubled since the previous report.²⁴⁶

The subject of a "High School" was recurred to in the 1856 *Report*. It was felt that there could not be "a complete system of public schools in New Haven, until the whole are crowned with a HIGH SCHOOL."²⁴⁷ The instructions to the Board of Visitors under the vote of June 19, 1852, had lain unacted upon to 1856 "for the reason that, while the Webster School in its operation far surpassed the most sanguine expectations of its friends, another institution of like character was at once demanded for the eastern portion of the city, and this was no sooner completed than there were loud calls for similar schools in other sections."²⁴⁸

The Board now thought that both the Webster and the Eaton schools had been long enough established under the new system to be able to furnish annually "a fair proportion of the limited number required for a High School." Other schools, too, would have some pupils ready.

The objections to the proposal of a high school for New Haven were now considered.²⁴⁹ The objections were said to be founded chiefly upon the incorrect idea "that the public schools are essentially charitable institutions, and that the youth attending them have no right to demand instruction at the public expense beyond the simple elements taught in an ordinary District School."²⁵⁰ Furthermore, the contention was urged that no right existed to tax a man to any extent for the tuition of his neighbor's child. It was no more obligatory to *educate* such a child than to *clothe* him.

These arguments being refuted, the suggestion was advanced that if the government were bound to afford *any* public instruction, no good reason existed why the system should not be extended upward to the establishment of a high school, which would be as much for the benefit of the large taxpayers, who were, under existing conditions, practically forced to pay the high tuition of private schools in addition to being taxed for the common schools, as for the good of the smaller taxpayers. The advanced branches taught in the private schools ought to be taught "in a *free* Public High School."²⁵¹ For the poorer classes who were dependent for all the instruction of their children upon the public schools, a high school would be a great blessing. Moreover, it was again stressed, the salutary influence of the high school upon those preparatory to it was bound to be far-reaching.²⁵²

In 1857 in New Haven the schools which were under the control of the Board of Education of the City School District were divided into two classes, those which were well graded and those which were not.²⁵³ There were five schools classed as well graded, the Dixwell, Eaton, Hillhouse, Washington, and Webster schools. The acting school visitor desired the friends of public schools to bear in mind that a complete classification of the children, according to age and attainment, and the establishment of a methodical course of study from the alphabet onward, could not be instantaneously secured.²⁵⁴ The school visitors had the matter

under advisement.²⁵⁵ In this year the acting visitor laid before the Board of Education several considerations, among which were the recommendation that regular promotions be made from all the primary schools to those higher classes which were formed only in the thoroughly graded schools and that before any effort, either public or private, was made, looking toward the establishment of a High School, the standard of scholarship in the schools as then organized should be elevated as much as possible.²⁵⁶

In accordance with the acting visitor's recommendation of the preceding year, promotions in 1858 were made from the smaller schools to those in which the higher branches of study were pursued. The Wallace Street School and the Hillhouse School sent up scholars from their highest rooms to the Eaton School, the Mount Pleasant to the Washington School, and the Washington School to the Webster School. A system of examinations, which were to be perfected during the year to come, effected a noticeable advance in the scholarship of the schools of every grade.²⁵⁷

As the event proved, the time was now ripe for the inclusion in the New Haven system of education of the "link now most needed." Mr. Daniel C. Gilman, the acting school visitor, had remarked in 1857: "Without a High School our children are wanting in the privileges which are freely enjoyed in Hartford, Norwich, New London, Waterbury, New Britain, and other large towns of the State."²⁵⁸ The state superintendent, in his *Report* of the same year, wrote: "The city of New Haven has several grammar schools that in thoroughness of instruction, and intellectual culture, will rank with many of the high schools of the State. Yet a high school is contemplated here. Should such an institution be established, of the same standard of excellence as that of her public schools now, New Haven will possess a system of educational institutions, from the primary school to the university, unsurpassed by any place in the Union."²⁵⁹

Very quietly, after a long period of deliberate preparation for it, the New Haven High School took its place in the city's system in 1859. The actual establishment of the high school course appears to have been brought about by pressure for more school room in the primary grades.²⁶⁰ This had made itself felt insistently in the fall of 1858 and was then met by temporary

expedients, the hiring of extra rooms and transfers of pupils. In the spring of 1859 again the demand for more room had to be met. The Board now had recourse to a new plan. The rooms used by the oldest scholars in the Webster and Eaton Schools had never been fully occupied, because a sufficient number of scholars, advanced in their studies, had not applied for admission. About half the seats in each of the two upper rooms were vacant and it was proposed to bring together as one school all the advanced pupils, leaving free for the overflow primary classes the rooms which these upper classes had previously occupied. The plan was adopted.²⁶¹

The question now arose, what to do with the scholars who would be removed from the higher rooms. "They were far from having completed such a course of study as they ought to pursue in the Public Schools; they were ready and eager to go forward in their education; their parents were paying the school tax. It was clear that some provision must be made for them."²⁶² The answer given was the New Haven High School.

The upper rooms in the Young Men's Institute building were at the time unoccupied. The location was central, yet off a main thoroughfare. The edifice was already given over largely to educational purposes. An agreement was made with the directors of the Institute and on May 16, 1859, the New Haven Public High School opened.²⁶³ A romantic turn of fate had brought it about that this new public high school should begin its existence under the sheltering roof of the Young Men's Institute, an offspring of the similar Institute in Hartford, the president of which, Henry Barnard, had in his official capacity almost twenty-one years previously delivered the address which, in dealing with the moral and educational needs of cities, had so eloquently and successfully advocated the establishment of such schools of a higher order.

The New Haven Public High School opened under the principalship of Mr. William Kinne, who had been a tutor in Yale College, an instructor in the Boston Latin School,²⁶⁴ and the headmaster of Bacon Academy in Colchester.²⁶⁵ Mr. Kinne was already connected with the New Haven system as principal of the Eaton School. As the arrangements for beginning the high school, once started, were completed on short notice, it was decided to fix at the outset "a comparatively low standard of ad-

mission.”²⁶⁶ Candidates must be at least twelve years old and were required to pass “an examination in Practical Arithmetic, in English Grammar and in Geography, and to spell and write well.”²⁶⁷ Eighty-five scholars, 39 boys and 46 girls, constituted the personnel of the first high school. One full-time assistant, Miss E. G. Hoyt, formerly of the Framingham, Massachusetts, Normal School, was appointed, and Professor T. A. Thacher of Yale College, a former pupil in the Hartford Grammar School, agreed to give instruction in Latin, one hour daily. Two other part-time men, D. A. Miles and R. A. Stiles, were most appropriately employed, the former in mathematics, the latter in elocution.²⁶⁸ It was the unanimous opinion of the Board that “if New Haven was to have a High School at all, it must be a school worthy of the city, able to furnish a proper incentive to the pupils in the public schools already established, and adequate to fit its scholars in the most thorough manner for the active duties of life, or for continuing a course of study in any higher institution.”²⁶⁹ The fact that a young man would no longer have to go away from home for his higher education was emphasized in the report of the board.

It had not been possible at the very beginning to decide upon a definite course of study for the high school. A committee, however, had visited a number of similar establishments “distinguished for their excellence in other towns,” and the opinions of the best educators on the management of such an institution had been gathered.²⁷⁰ One general principle was agreed upon by the committee, “that the aim of the school should be thorough mental discipline, so that every scholar may be fitted to act intelligently, wisely, and efficiently in any station of life to which he may be called.”²⁷¹

A detailed course of study for the common schools, by year and term, was published in 1860.²⁷² It was a curriculum designed to occupy eight years of the pupil’s life. The subjects were grouped under four heads: English language, numbers, training of the hand, and knowledge of the material world. It was expected that pupils would be “thoroughly prepared for the High School at twelve years of age.”²⁷³ With the coöperation of the teachers, no reason could be seen why a considerable number of scholars should not be “fully qualified for admission to the High School at the age of twelve and thirteen years, while the great

body of our scholars will be expected to attain the same proficiency in their studies at the age of at least fourteen." ²⁷⁴

During 1861 the high school registration was ninety-eight. ²⁷⁵ The studies which had been taken up were algebra, geometry, Latin, Greek, French, history, natural philosophy, physical geography, rhetoric, English composition, and declamation. ²⁷⁶ It was believed that the city high school now compared very favorably with the best private seminaries. Another object for which the high school had been established was beginning to be attained. Five young ladies after passing a course in the high school had been appointed teachers in the district schools, while three others had been qualified and put on the waiting list. ²⁷⁷ One of the boys had passed "a most creditable examination for admission to College." ²⁷⁸

In January, 1863, the high school was removed from the rented rooms in the Young Men's Institute, and housed in the repaired and altered Hillhouse School building, the old "Lancasterian School House." ²⁷⁹ The same year the first mention was made of definite courses of study. An English course was named as being designed to give "a very thorough education in all those branches which are regarded as essential to a well educated English scholar." ²⁸⁰ The Classical course was to impart "that elementary knowledge of Latin and Greek which is valuable to all," and which, moreover, was said to be "indispensable to young men who intend to enter upon the study of Medicine or Law without the advantages of a College course, to those who purpose to enter the Scientific school, and to those who are preparing themselves for College." ²⁸¹ The Board now designated the subjects which would be allowed in the high school: arithmetic, bookkeeping, algebra, geometry, trigonometry, mensuration, surveying, navigation, the English language and literature, reading and declamation, spelling and defining, composition, the French, German, Latin, and Greek languages, rhetoric, logic, mental and moral philosophy, history, political philosophy, the Constitution of the United States, physical geography, natural philosophy, chemistry, astronomy, philosophy, botany, and geology." ²⁸² There was also established in 1863 a class for boys intending to pursue the Classical course who had made sufficient progress in their English studies to warrant the commencement of Latin. The English studies of these pupils were to be pursued as in the

Grammar School, except that the time devoted to English grammar would in the High School be devoted to Latin. This was something of a junior high school arrangement; it is interesting to meet the idea thus early.

The schools of the city in 1866 came under the superintendence of Mr. Ariel Parish, who has been met before as principal of Worthington Academy in Berlin in 1836,²⁸³ later connected with Westfield, Massachusetts, Academy (1837), and with Fair Haven Institute (1838).²⁸⁴ In his first report he gives a long survey of the history and condition of the New Haven schools,²⁸⁵ an account of the high school,²⁸⁶ and of the "scheme of studies."²⁸⁷ Of the high school studies he stated that "a long list of studies is named, which *may* be taught; but pupils can never look forward to ascertain with any degree of certainty when they can take up any particular branches, nor whether they can ever study them all, however long they may remain, because no definite regular course of studies has ever been prescribed."²⁸⁸ A nondescript character is thus indicated for the New Haven High School of 1866. The matter of a regular course, Mr. Parish reported, was under consideration by the Board.²⁸⁹

The scheme of studies for the lower schools in 1866 was indicated to be of *seven years'* duration.²⁹⁰ Mr. Parish advocated the addition of an eighth year "allowing the studies to remain substantially as they are, simply adjusting them to the time extended."²⁹¹

The citizens of New Haven were evidently cognizant of the fact that conditions were not all that might be wished in the High School establishment. For, in this same year, 1866, "the expediency and justice of sustaining a high school as part of the public school system were seriously questioned by a number of influential citizens, who subjected the management of the school to a very searching investigation."²⁹² From the Board of Education the discussion was carried into public meetings and into the newspapers. Finally, the voters of the District were called upon to settle the question, "Shall the High School be given up?" The balloting took place on June 6, 1866, and resulted in a victory for the High School, the vote being 1,170 for to 449 against its continuance.²⁹³

During the discussions culminating in the decisive vote of the sixth of June, two members of the Committee had expressed

their determination to do everything in their power to improve the High School, should it be continued.²⁹⁴ The decision rendered, the Committee sought the needed improvements. For one thing, as some misunderstandings had arisen with regard to responsibility for the Latin or Preparatory class, the Board decided that it was to be considered a part of the High School, with Mr. Kinne as principal of the whole establishment and Mr. Whitmore, assistant.²⁹⁵ It was also determined to restrict the high school course of study temporarily to three years.²⁹⁶ A scheme was marked out. The question of emphasis on Latin and Greek in the course, which had been a criticism against the High School, was discussed. The objection had been that undue attention to the classics had been a disadvantage to those pupils who did not intend to pursue a classical course. This instruction it was now decided to delegate chiefly to the Hopkins Grammar School, the sister institution in New Haven of the Hartford Grammar School. An effort had been made²⁹⁷ in 1864²⁹⁸ or 1865²⁹⁹ to increase the efficiency of the High School by merging with the Hopkins Grammar School on the plan which had worked very well in Hartford or on some other fair basis, but the overtures of the city school authorities had been declined by the trustees. The Grammar School existed, then, as "in reality a Public Latin School, where special attention is avowedly given to the preparation of boys for college at a low rate of tuition."³⁰⁰ It was proposed now under all the circumstances to leave to the Hopkins Public Grammar School and to other private schools the special preparation of New Haven boys for college. "The strength of the High School can then be given to the training of a much larger number of boys who do not intend to go to college, but who need special preparation for business pursuits and for further scientific rather than linguistic studies; and also to the training of girls to be teachers and to take their part in the various duties of life."³⁰¹ Classical studies were not to be entirely dropped from the High School, however. The New Haven High School closed the year 1867, following its trial of the preceding year, with enlarged accommodations, a corps of teachers increased to two men and five women, about 220 pupils, and a new scheme of study, including a two-year Latin preparatory course and a regular three-year high school course. Table XIX exhibits the 1867 course of study.

TABLE XIX

NEW HAVEN PUBLIC HIGH SCHOOL: FIRST ORGANIZED CURRICULUM, 1867

FIRST YEAR

Summer Term

Algebra and Arithmetic
Physical Geography
English Grammar, with Analysis,
Derivation of Words, and Con-
struction of Sentences

Fall Term

Algebra and Arithmetic
Physical Geography
English Grammar, with Analysis,
etc., continued

Winter Term

Algebra and Arithmetic
Modern History
English Language, Rhetoric and
Written Exercises

Optional Studies

Latin
Ancient History
Chronology, and Geography

Collateral Studies

During each term of the year, at
stated times, all the pupils will
have exercises in Elocution—in
the form of Reading, Declama-
tion, or Recitation; also in Or-
thography, Penmanship, Drawing
and Composition. Physiology
taught by Lectures.

SECOND YEAR

Summer Term

Geometry
Modern History
English Language, Rhetoric and
Written Exercises

Fall Term

Geometry
Modern History
Bookkeeping, Business Forms, etc.

Winter Term

Geometry
American History
Bookkeeping, Commercial Arithme-
tic, etc.

Optional Studies

Latin
Greek
French
German

Collateral Studies

As in first year

THIRD YEAR

Summer Term

Trigonometry
Natural Philosophy

Fall Term

Trigonometry
Natural Philosophy
Astronomy

Winter Term

Youman's Household Science
Natural History
Constitution U. S. and of Connecti-
cut

Optional Studies

Latin
Greek
French
German

Collateral Studies

As in first and second years

The development traced in the foregoing paragraphs shows in general outline the New Haven public school system from about 1840 to 1867 and in special detail the emergence of the high school idea and institution. The scheme of grading as it actually prevailed at the later date may be called a "seven-three" plan. The careful, cautious advances by which the New Haven High School was ultimately established constitute perhaps one of the most outstanding cases of the emergence of the high school in Connecticut from the lower schools.

BRIDGEPORT

The "High-School house" reported for Bridgeport as early as 1826 has in a previous chapter ³⁰² been rather summarily dismissed as a candidate for the distinction of having been the first public high school in Connecticut. It will be the aim of the following paragraphs to list all the evidence which has been found bearing upon the existence of a public high school in Bridgeport between 1826 and 1876, the date when a duly constituted Bridgeport High School was established in that city ³⁰³ and the date accepted by Grizzell, ³⁰⁴ following Steiner, ³⁰⁵ as marking the beginning of permanent high school development in Bridgeport.

(1) About the year 1826 a three-story wooden edifice, replacing the octagonal, brick "First School" in the Bridgeport school district, was erected on the north side of State Street. It was "dignified with the name of the 'High-School house,' " but the historian asserts that it was "high" only in "the eminence of the structure." ³⁰⁶ Another account reads: "This institution was founded by the first Bridgeport district in the autumn of 1827, with the view of giving a higher character to public instruction, than it has sustained in Connecticut for some years past. In its general plan it copies the New York High School, which was taken for a model. There are two departments—one for boys, and one for girls, under the direction of a principal and assistant in each. The studies pursued are intended to embrace the various branches of English education necessary to prepare youth for the active pursuits of future life." ³⁰⁷ The New York High School (1825), which this Bridgeport High School is said to have taken for a model, had a curriculum consisting of spelling, writ-

ing, arithmetic, geography, elocution, composition, drawing, philosophy, natural history, and bookkeeping. Philosophy and natural history were taught "chiefly by lectures and by questions."³⁰⁸ It is not to be expected that the Bridgeport curriculum would vary much from this, and if so, the institution did not partake of the character of a genuine high school under the definition. The historian above referred to speaks of the attempt in 1827 to improve the Bridgeport schools as "a spasmodic attempt."³⁰⁹ Miss Lydia R. Ward, a native of Salem, Massachusetts, which had just established a "high school" (1827) was secured "to introduce the monitorial or Lancasterian system."³¹⁰ "But little success attended this effort."³¹¹ Miss Ward and her sister, Sarah C. Ward, in 1830, opened a select school "for Misses and young ladies" and continued in private school work in Bridgeport until 1876.³¹²

(2) The second fragment of evidence is in the shape of a book printed in New Haven in 1828, entitled "A Catechetical and Practical Grammar of the English Language for the Use of Schools." The author of this textbook was "A. F. Wilcox of the Bridgeport High School."³¹³

(3) By act of the Connecticut General Assembly in 1836 Bridgeport was incorporated as a city. Section 62 of the act of incorporation runs: "The first meeting of said city, shall be holden at the high school house in said town of Bridgeport, on the first Monday of October next. . . ."³¹⁴

(4) A communication to Henry Barnard from the acting school visitor of the city of Bridgeport in late 1841, refers to the fact that there were then about 15 private schools attended by from 450 to 500 children at an expense of more than five thousand dollars.³¹⁵ "The Common Schools of the City are kept in one building which is central and comfortable in its arrangements. It is however not such a building . . . as . . . I should be proud to show. . . . My plan for the improvement of the Common Schools is in principle the same as has been successfully tried in other cities and presented and advocated in your paper—viz.: the establishment of three or four Primary Schools in different parts of the city, and of one High School with two departments, one for girls, and one for boys, in the advanced stages of education."³¹⁶ At this point, 1841, Bridgeport, which was then the sixth largest city in Connecticut, had just come under the influ-

ence of Barnard's plan for meeting the moral and educational needs of cities and was falling in line with the other large communities of the state in advocating the establishment of a high school. By implication, of course, no such institution existed in Bridgeport in 1841.

(5) From the silence of the various records from 1841 to 1850, it is believed that no successful action was taken before the later date toward setting up a high school. In the early days of 1850, however, it is recorded that the Stratfield School Society, which contained the Bridgeport district, "*again voted*"³¹⁷ "That it is expedient to take measures for establishing a High School."³¹⁸

(6) *The (Bridgeport) Tri-Weekly Standard* of Wednesday evening, January 30, 1850, gave prominent position and ample space on page two, column one, to an editorial headed "High School." The editorial begins thus: "The unusual degree of harmony which marked the deliberations of the School Society's meeting, last week, has led us to anticipate no very serious opposition to the contemplated High School; and hence we have delayed to this time to lay its claims before our citizens."³¹⁹ The editorial goes on to urge that the felt reality of heavy taxation should not be taken as a reason for withholding from the children "the advantages of a thorough and systematic education,"³²⁰ especially when it is remembered that "these children are to be the future inhabitants [of] our city—our laborers, our mechanics, our merchants, the holders of our property, the conductors of our business, the exponents of public opinion, and the pillars of Bridgeport society."³²¹ It was thought, in fact, that all the taxation "to increase our facilities for business communication with remote parts of the State" would have been incurred in vain "unless we now take measures to confer on our children such a thorough education and discipline of mind as will enable them to conduct, on an enlarged and enlightened scale, the increased business our railroad facilities have brought home to our doors."³²² "A first rate education" to "put them on an *equal footing* with competitors from abroad" was to be desired for the children.³²³

(7) At the head of the last column on the same page with this editorial of January 30, 1850, appeared an item on the "High School Committee."³²⁴ The deliberations of the school society

meeting of the week of January 21 had evidently reached the point where a committee had been chosen "to enquire into the expense of a lot, building, &c., for a High School."³²⁵ The newspaper announcement is a disappointing one from the point of view of the present investigator, for it discloses the fact that the committee was not ready yet to make a report "at the adjourned School meeting" to be held that same evening. The intelligence conveyed was obviously pleasing, however, to the reporter, for it was hoped as a result that the school meeting would be dismissed early, "which will be a great accommodation to those who are desirous of attending Mr. [Ralph Waldo] Emerson's Lecture, this evening."³²⁶ If this were the sentiment of most of the people of the society, it may be argued that agitation for the establishment of a high school had not yet reached an acute stage in Bridgeport.

(8) A personal element enters the evidence now. Mr. E. F. Strong had for several years served well at the head of a graded school in Rockville (town of Vernon) and in December, 1853, or January, 1854, he was appointed principal of the "West Meriden Public and High School" at a salary of seven hundred dollars.³²⁷ It is in connection with this man that the first reference to a Bridgeport High School is found after 1850. An item in the *Connecticut Common School Journal and Annals of Education* for November, 1855, notes that: "Mr. Emory F. Strong, late principal of the graded school in West Meriden, has been appointed principal of the High School in Bridgeport, with a salary of \$1,100."³²⁸

(9) Enough has already been indicated of the high school development in Connecticut to make clear that what is in the name of "high school" varies with the definition. A little beyond the mere name of "Bridgeport High School" is given in a brief reference in the *Report of the Superintendent of Common Schools* for 1857: "In the city of Bridgeport, there is a system of graded schools in one district, with a high school department. This has been rapidly improving for the last year and a half, and it is believed will finally become an institution embracing a course of study similar to that of the best high schools, and affording equal advantages."³²⁹

(10) A series of personal items appearing in the *Connecticut Common School Journal and Annals of Education* from 1857

through December, 1862, indicate that in the opinion of the editors at least "Friend Strong" was the most progressive man of Bridgeport in education. In the issue of February, 1858, under the heading "Fairfield County—Bridgeport," the following was printed: "We were surprised, as well as gratified, at the improvement which has taken place in these schools within a few years. The schools in the first district are arranged in three grades. The principal of the high school, or first grade, E. F. Strong, Esq., is indefatigable in his efforts to secure system and thorough study and to form right habits. He is fortunate in his colaborers in the different departments who appear to work cheerfully and successfully in their several schools."³³⁰

(11) Obviously, up to this point, the "Bridgeport High School" was merely the "first grade" or "high school department" in one of the district schools. It is possible to state what some at least of the studies of the curriculum were. The Bridgeport school authorities in 1858, replying to the formal circular sent out from the office of the superintendent of common schools, reported the number of pupils pursuing advanced studies in the district as follows: algebra, 22; Latin, 38; French, 7; and natural philosophy, 7.³³¹ The returns for 1859 gave algebra, 37; Latin, 33; French, 13; with 63 in composition.³³² In 1860, algebra only was named, with 48 pupils studying it.³³³ The list for 1862 was algebra, 23; natural philosophy, 23; Latin, 18.³³⁴

(12) In 1858 all the Bridgeport schools were to be *free* according to a vote of the citizens. The *Common School Journal*, commenting on this, remarked: "The excellent schools of Messrs. Strong and Wilson should be accessible to all the youth and that without 'money or price,' in the shape of rate bills."³³⁵

(13) In February, 1859, a short note concerning a device used by Mr. Strong conveys incidentally the name of the school where the Bridgeport high school department was located. The clipping says: "Friend Strong of the State Street School, Bridgeport, has adopted the plan of sending to every parent who has a child in his school, a printed list of the names of his pupils, monthly; and against each name he gives the number of absences, and also the number of imperfect lessons. Thus every parent has not only the report concerning his own children, but also of all others in the school."³³⁶ Superintendent H. M. Harrington, writing in 1880 regarding the high school vote passed in 1850 by

the Stratfield School Society, comments: "This vote does not seem to have borne more fruit than the previous one, unless the school that was taught in the upper story of the building that belonged to the Bridgeport district *on State street* could be considered a high school." ³³⁷

(14) A new building was in 1860 erected "under the supervision of E. F. Strong, Esq., to whose judicious efforts much of the present prosperous state of affairs is in a large degree owing." ³³⁸ This was the schoolhouse on the north side of Prospect street, called the Prospect Street School and also "Bridgeport High School." The original edifice with certain additions is still in use to-day (1927) as a school. "Including the basement" it was a four-story structure. The description given in 1861 contains this pertinent paragraph: "The fourth story has two rooms, each of which is supplied with fifty single desks; and one room occupied by the Senior Department, capable of seating seventy-five scholars. Connected with this room is a recitation room (the only one in the building), and also a library, and a room for apparatus. The library case is the most convenient and ornamental we have ever seen in a schoolhouse of this character. This room is furnished with astronomical and philosophical apparatus, maps, charts, &c., in abundance, and has a piano." ³³⁹ The corps of instructors in 1861 consisted of Emory F. Strong, superintendent, and twelve assistants. The capacity of the building was 614 scholars. ³⁴⁰

(15) In 1862 Mr. Strong left the public school service to open a private "Commercial and Military Institute" in the city. "BRIDGEPORT—E. F. Strong, Esq., who has for several years most ably and satisfactorily filled the office of Principal of the High School in this city, recently resigned his situation and opened a private school. No man has done more than Mr. Strong for the cause of popular education in Bridgeport and we regret to lose him." ³⁴¹ Mr. George E. McLean, who had had successful experience in Portland and New York, succeeded Mr. Strong. ³⁴²

(16) The advanced studies returned from Bridgeport in 1862 were algebra, 23 pupils; Latin, 18; and natural philosophy, 23. ³⁴³ The 1863 classes consisted of algebra, 32; natural philosophy, 26; geometry, 2; physiology, 12; bookkeeping, 12; astronomy, 1. ³⁴⁴

(17) The entry under "Bridgeport" in the *Annual Report* of the secretary of the State Board of Education in 1866 reads:

"No public institution for higher education."³⁴⁵ In the 1867 *Report* the parallel entry is "No report."³⁴⁶ In view of the various indications of the existence of at least a high school department, it is possible that the Secretary's statement for 1866 was based on "no report."

(18) In the *Bridgeport Evening Standard* of July 10, 1867, the closing exercises of "the Prospect Street Public School, J. K. Lombard, Principal," scheduled for July 12, were brought to public notice.³⁴⁷

(19) A map of the "City of Bridgeport, Fairfield County, Connecticut," prepared for the *Bridgeport Directory and Annual Advertiser*, for 1868-1869, clearly designated the building on Prospect Street, between Broad and Lafayette Streets, as "Bridgeport High School."³⁴⁸ In the appendix of the Directory, page fifteen, under the caption SCHOOLS, the first institution listed is "Bridgeport High School, Prospect, near Broad street, James K. Lombard, Principal."³⁴⁹ Eleven assistants in the school were named. The first given among the private schools was "Commercial and Military Institute, Emory F. Strong, Principal, 3 Bank street."³⁵⁰ The annual city directories from 1867 to 1876 were examined and in each one "Bridgeport High School" with its principals and assistants is catalogued. The 1876 volume omits mention, noting instead the fact of consolidation and reorganization in Bridgeport.³⁵¹

(20) Instruction in algebra (60 pupils), Latin (40), natural philosophy (45), astronomy (50), rhetoric (38), and botany (21), was given in Bridgeport in 1869.³⁵²

The most that can be said on the strength of the above listed score of points is that at some time between 1850 and 1855 the Stratfield School Society established a "high school department" in the Bridgeport district State Street School. This department was the first or highest grade in a three-division arrangement of the schools of the first district. Mr. Emory F. Strong had the title of "Principal of the High School" from 1855 to 1862. This "senior department" was transferred to the Prospect Street building, which was started in 1860, and which from about 1867 to 1876 was popularly designated the "Bridgeport High School." Something of the curriculum can be reconstructed from the studies reported for the years 1858, 1859, 1860, 1862, 1863, and 1869. The residuum of evidence here presented is unimportant.

OTHER EARLY CENTERS OF HIGH SCHOOL DEVELOPMENT

This chapter, after first presenting several possible definitions of the term "high school," has thus far given a detailed account of higher school development in five prominent centers, covering the period from about 1840 to 1865. It has been indicated that these early establishments varied from one another in respect to the progress each had made toward a clear-cut separation of its upper or highest department from its elementary classes, a common process which was observed to be taking place in all of them. A number of other localities in this twenty-five-year period established departments which were known as high schools. These were for the most part developments in individual district schools, although a few were union graded schools, for the benefit of the more advanced pupils in two or more districts which had united. Norwich, Norwalk, Collinsville, Bristol, Naugatuck, Meriden, and Stamford were among these other early centers of the development of advanced instruction. With the exception of Norwich, which provided itself with a munificently endowed free academy, opening much as did the Hartford High School with fully organized schemes of study at the very outset, the general course followed in the other communities mentioned was a repetition of what has already been detailed. Further allusions are reserved for treatment in the remaining chapters. How common the case was that advanced studies were provided in the district schools as the demand arose is made clear by a complete view of district school instruction in high school subjects as given in Chapter VII.

CHAPTER VII

INSTRUCTION IN HIGH SCHOOL SUBJECTS IN DISTRICT SCHOOLS OF CONNECTICUT, 1858 TO 1870

Proceeding from a provision of the law requiring the acting school visitor or visitors of every town "to make a full annual report of the condition of the common schools of said town and of all the important facts concerning the same, to the superintendent of common schools . . . annually, and to answer in writing all inquiries that may be propounded to him or them on the subject of common schools by said superintendent,"¹ the custom arose of sending an annual circular from the state superintendent's office propounding inquiries to the school authorities in the several towns of Connecticut. Inasmuch as the law further stated that "No town shall be entitled to receive its share of the public money from the treasury of the state, unless the report required by the third section of Chapter V of this act shall have been made by the school visitors to the superintendent of schools,"² the urge was compelling to comply with the enactment. The original manuscript replies of the towns to the annual circulars beginning with 1858 have been preserved, bound in large volumes as *Reports from Common Schools*, and deposited in the archives of the Connecticut State Board of Education, at Hartford, where they were consulted by the investigator. From 1858 to 1870 these annual circulars, each year, called for information showing the extent to which advanced studies were pursued in the various districts. The account in this chapter is based exclusively on the original replies from the towns which are presented in tabular form in Tables XX to XXXI.

Items 64 and 65 of the 1858 Circular were, respectively, "Number of pupils in Algebra" and "Number in each of other branches." One hundred thirty-eight of the 159 towns of the state in 1858 reported some pupils in algebra, in "other branches,"

TABLE XX

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1858

BETHLEHEM		Latin	4	Greek	41
Algebra	4	Physiology	4	Botany	45
Botany	3	Philosophy	2	Zoölogy	36
Astronomy	3			Physiology	72
Philosophy	2	CANTERBURY		Physical Geog.	10
		Algebra	17	Nat. Philos.	22
BOLTON		Composition	130	Chemistry	11
Algebra	6	Hygiene	2	Geometry	63
Surveying	1	Philosophy	7	Conic Sections	5
Nat. Philos.	3	Astronomy	3	Trig., Survey. &	
Astronomy	5	Physiology	3	Navigation	5
Physiology	4			Math. Astron.	17
				Moral Science	161
BROOKLYN		CANTON		Nat. Theol.	37
Algebra	18	Algebra	40	Evidences of	
Composition	135	Botany	8	Christianity	24
Geometry	1	Greek	1	Constitution of U.S.	71
Philosophy	4	Latin	23		
Watts on Mind	8	Geometry	9	HUNTINGTON	
Dist. No. 1		Surveying	2	Algebra	12
Physiology	15	Physiology	2	Composition	56
Dist. No. 1		Chemistry	3	Nat. Philos.	2
BROOKFIELD		Astronomy	2	Astronomy	4
Algebra	10	Philosophy	1	Geom. & Survey ...	1
French	3				
Botany	3	GROTON		LEDYARD	
Philosophy	2	Algebra	33	Algebra	16
BRIDGEPORT		Geometry	5	Composition	90
Algebra	22	Philosophy	30	Navigation	1
Latin	38	Surveying	2	Nat. Philos.	3
French	7	Composition	212	Astronomy	1
Nat. Philos.	7	Astronomy	15		
		Latin	24	CITY OF MIDDLETOWN	
BERLIN		Defining	200	Algebra	45
Algebra	9	French	15	Latin	28
Philosophy	8			Greek	8
Botany	4	HARTFORD		French	40
Latin	1	Algebra	156	Greek Reader	6
Composition	91	English Lit.	71	Geometry	18
		Rhetoric	141	Chemistry	30
CANAAN		Logic	15	Physiology	25
Algebra	5	French	95	Nat. Philos.	36
Composition	39	German	23	Astronomy	40
		Latin	125	Rhetoric	40

TABLE XX (Continued)

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1858

Anc. & Mod. Hist... 40	NORWALK	Analysis 12
Botany 25	Union School No. 1	Anatomy 5
NORWICH	Algebra 32	Rhetoric 2
Algebra 36	Latin 27	Philosophy 27
Latin 6	Greek 4	Botany 17
Physiology 7	French 15	Geometry 11
Philosophy 21	Nat. Philos. 12	Chemistry 2
Astronomy 13	Chemistry 8	Physiology 1
Surveying 4	Geometry 12	Watts On Mind ... 55
NORFOLK	SOUTH NORWALK	SCOTLAND
Algebra 5	Union School No. 2	Algebra 20
Latin 3	Latin 6	Physiology 1
Algebra [sic] 3	Greek 2	Philosophy 3
Watts On Mind ... 3	French 8	Latin 2
Philosophy 3	Geometry 5	STONINGTON
NEW MILFORD	Mental Philos. 2	Algebra 57
Algebra 15	Chemistry 11	Composition 196
Fam. Science 7	Nat. Philos. 7	Nat. Philos. 25
Rhetoric 4	ROCKY HILL	Physiology 53
Botany 1	Algebra 2	Botany 18
Composition 178	Composition 21	Phys. Geog. 8
Physiology 2	Astronomy 2	Geology 4
NAUGATUCK	Rhetoric 1	Astronomy 24
Algebra 21	Watts On Mind ... 2	Latin 15
Latin 13	SIMSBURY	Chemistry 1
Geometry 6	Algebra 3	SALISBURY
Philosophy 12	Composition 76	Algebra 40
NORTH BRANFORD	Philosophy 2	Composition 145
Algebra 18	Watts On Mind ... 7	Philosophy 33
Latin 3	Physiology 2	Physiology 8
Fam. Science 5	SAYBROOK	Latin 10
Philosophy 6	Latin 13	French 4
NEWTOWN	Algebra 8	Greek 1
Algebra 21	Nat. Philos. 11	Geometry 1
Composition 128	Trigonometry 1	Surveying 1
Philosophy 7	STAMFORD	VERNON
Chemistry 1	Algebra 52	Algebra 40
Astronomy 4	Composition 126	Rhetoric 4
Latin 6	Astronomy 1	Latin 2
		Geometry 8

TABLE XX (*Continued*)

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1858

Chemistry	10	Nat. Philos.	1	Philosophy	35
Physiology	12	Astronomy	1	Botany	10
Philosophy	25	Child's Book of		Surveying	8
Geology	1	Nature	1	Physiology	18
				Chemistry	14
				French	27
WASHINGTON		WATERBURY		Phys. Geog.	5
Algebra	6	Algebra	26	Composition	201
Fam. Science	15	Latin	32		

or in both. Table XX shows four or more different high school subjects of instruction offered, in most cases, to only a few pupils each, in the following towns: Bethlehem; Bolton; Brooklyn; Brookfield; Bridgeport; Berlin; Canaan; Canterbury; CANTON; GROTON; HARTFORD; Huntington; Ledyard; MIDDLETOWN, city; Norfolk; NORWICH; New Milford, Naugatuck; North Branford; Newtown; NORWALK (Union School No. 1); SOUTH NORWALK (Union School No. 2); Rocky Hill; Simsbury; Saybrook; STAMFORD; Scotland; STONINGTON; SALISBURY; VERNON; Washington; WATERBURY. These 32 towns contained approximately 200 district schools.

The figures in Table XX are derived from the school visitors' original reports to the State Department of Education. The number of pupils pursuing advanced studies was given for the whole town in each instance, so that it is not possible to say how many of the two hundred different schools taught these branches. However, it was not infrequently true that in an individual community three or four, and sometimes a larger number, of the common schools gave instruction in studies of higher school grade. By a conservative estimate, the figures represent a reaching upward toward high school status on the part of at least 50 different Connecticut district schools in these 32 towns in 1858.

Table XXI shows enrollments in five of the six towns offering the largest number of different high school studies in 1859. The figures for Hartford, which included seventeen studies, have been given earlier, in Table V.

The superintendent of common schools, in his annual report for 1859, commented thus on these returns: "The reports of

School Visitors show that there are 30 towns in whose Public schools there are scholars pursuing the study of the languages, and 96 in which scholars are studying Algebra, Geometry, and Philosophy." s

TABLE XXI

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1859

GLASTENBURY		Navigation		1	Latin	25
Algebra	10	Astronomy	10		Nat. Philos.	68
Surveying	1	MERIDEN			Meteorology	20
Latin	4	Algebra	17		Botany	16
Philosophy	12	Botany	28		Chemistry	12
Astronomy	16	Nat. Philos.	10		Rhetoric	13
Physiology	6	French	9		STONINGTON	
Botany	1	Latin	21		Algebra	44
GROTON		Geometry	3		Latin	20
Algebra	36	Surveying	1		Physiology	67
Philosophy	17	Philosophy	11		Botany	12
Surveying	10	Astronomy	2		Physical Geog.	8
Latin	25	NEW BRITAIN			Astronomy	18
French	16	Algebra	60		Philosophy	14
Greek	1	French	15		Surveying	9

TABLE XXII

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1860

CANTERBURY		NEW BRITAIN		STAFFORD	
Botany	5	Composition	220	Algebra	24
Surveying	8	Algebra	45	Bookkeeping	2
Philosophy	1	French	10	Philosophy	5
Algebra	51	Meteorology	18	Geometry	1
Geometry	11	Trigonometry	5	Latin	1
Trigonometry	8	Declamation	384	Trigonometry	1
GROTON		Bookkeeping	27		
Algebra	44	Nat. Philos.	42	STONINGTON	
Surveying	5	Mental Philos.	12	Algebra	49
Latin	20	Physiology	16	Latin	25
Astronomy	15	Drawing	286	Bookkeeping	48
Physiology	2	Latin	25	Physiology	16
Navigation	1	Chemistry	24	Phys. Geog.	6
Mental Philos.	4	Geometry	10	French	6
French	8				

As presented in Table XXII, the most prominent centers of advanced study in 1860, excluding Hartford (see Table V), were: CANTERBURY, with 6 subjects; GROTON, with 8; NEW BRITAIN, having 13; STAFFORD, with 6; and STONINGTON, also with 6. Sixty-five other towns reported pupils pursuing a smaller number of higher branches. The replies from the remaining 88 towns either mentioned no pupils in algebra and other subjects beyond the rudimentary ones or indicated only a very few pupils beyond the elementary level.

In 1861 BRISTOL reported six subjects which might be considered in the high school curriculum. GROTON again indicated interest in advanced studies, listing algebra, French, botany, Latin, surveying, and astronomy. HARTFORD (see Table V) returned pupils in 22 subjects; LEDYARD, 7; NEW BRITAIN, 9; NEW HAVEN, 6; NEW MILFORD, 7; PLYMOUTH, 5; and STAMFORD, 10. This summary is derived from Table XXIII.

TABLE XXIII
ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1861

BRISTOL	Natural Philos. 2	Fam. Science 6	
Geometry 3	Geometry 1	Rhetoric 5	
Philosophy 11	Astronomy 1	Physiology 4	
French 5	NEW BRITAIN		
Algebra 24	Algebra 38	Botany 3	
Latin 7	Bookkeeping 27	Latin 2	
Writing 261	Geometry 9	PLYMOUTH	
Drawing 13	Trigonometry 4	Algebra 27	
Bookkeeping 9	Surveying 8	Nat. Philosophy ... 10	
Composition 103	Meteorology 16	Physiology 3	
Declamation 108	Astronomy 18	Bookkeeping 7	
GROTON		Latin 17	
Algebra 51	Nat. Philosophy ... 30		
French 10	Latin 32	STAMFORD	
Botany 11	NEW HAVEN		
Latin 34	Algebra 80	Algebra 59	
Surveying 7	Latin 37	Trigonometry 4	
Astronomy 10	Greek 6	Bookkeeping 44	
LEDYARD		Geometry 19	
Algebra 18	French 21	Chemistry 20	
Bookkeeping 7	Geometry 14	Rhetoric 3	
Navigation 1	Anc. History 12	Philosophy 17	
Physiology 2	NEW MILFORD		
	Algebra 13	Astronomy 35	
	Bookkeeping 9	Latin 20	
		French 24	

In Tables XXIV to XXXI a selection of thirty-five towns is presented, completing the picture of the extent to which the Connecticut district schools were including in their curricula branches of study which later definitely took places in the high school courses of study. The same situation revealed by these extracts existed in all the other communities which reported pupils taking advanced studies. Algebra generally topped the list in popularity. Bookkeeping, Latin, "philosophy," and physiology appear to have been judged as next in order of importance. "Disciplinary" studies vied with "practical."

TABLE XXIV

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1862

DANBURY		NAUGATUCK		WARREN	
Algebra	16	Geometry	2	Botany	20
Latin	6	Physiology	4	Physiology	12
Geometry	3			Rhetoric	12
Surveying	1	Algebra	26		
Philosophy	5	Nat. Philos.	19	Algebra	4
Bookkeeping	2	Chemistry	12	Philosophy	11
		Latin	17	Botany	4
		Geometry	7	Physiology	3
GRISWOLD		FAIR HAVEN		FRENCH	
Algebra	24	Algebra	12		
Philosophy	6	Latin	4		

TABLE XXV

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1863

CHESTER		PLYMOUTH		Phys. & Phil.	
Algebra	5	Algebra	18	Latin	5
French	9	Geometry	1	French	6
Latin	6	Latin	16		
Nat. Science	4	Philosophy	13		
		Physiology	6		
		Bookkeeping	1		
DERBY		EAST HARTFORD		WINDHAM	
Algebra	39	Algebra	15	Bookkeeping	43
Geometry	5	Bookkeeping	16	Algebra	35
Philosophy	22			Philosophy	8
Bookkeeping	20			Physiology	6
Phys. Geog.	20			Surveying	7
				Latin	2

TABLE XXVI

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1864

PORTLAND		STAMFORD		Philosophy	17
Latin	12	Algebra	20	Physiology	11
Astronomy	2	Bookkeeping	27	Phys. Geog.	10
Nat. Philosophy ...	18	Wells Philosophy ...	6	Latin	2
Algebra	17	Chemistry	12	WATERBURY	
Geometry	3	Composition	18	Latin	23
		Geometry	4	Greek	3
SCOTLAND		French	9	Rhetoric	15
Algebra	26	Latin	8	Chemistry	15
Astronomy	3			Nat. Philos.	12
Chemistry	9	VERNON		Algebra	20
Physiology	5	Algebra	31	Bookkeeping	10
Latin	9	Bookkeeping	10	Constitution of U.S.	15

TABLE XXVII

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1865

BRISTOL		Latin	10	Bookkeeping	19
Algebra	9	Bookkeeping	13	Phys. Geog.	10
Philosophy	9	KILLINGLY		Geometry	4
Latin	12	Algebra	18	French	16
Greek	1	Philosophy	14	Latin	18
Geometry	3	Latin	2	Greek	6
German	4	Geometry	2	TOLLAND	
French	4	Rhetoric	1	Algebra	14
CANTON		Bookkeeping	1	Geometry	3
Physiology	14	Surveying	1	Chemistry	1
Botany	4	NORWALK		Nat. Philos.	1
Algebra	19	Algebra	19	Latin	8
Geometry	2	Nat. Philos.	27		

TABLE XXVIII

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1867

NAUGATUCK		Algebra 15	bra, 1 class in Physical
Physiology 10		Astronomy 1	Geog.—all the rest com-
Latin 6		Fam. Science 1	mon branches."
Astronomy 5		Latin 15	
Algebra 9		Geometry 5	WINDHAM
Geometry 6		French 4	Algebra 47
French 1		Phys. Geog. 6	Bookkeeping 43
		Geology 4	Physiology 25
SOUTHINGTON			Botany 10
"Higher branches trans-		WEST HARTFORD	Astronomy
ferred to the Academy,		"In the Higher depart-	Wells Com. Things. 15
which is flourishing."		ment of school in Cen-	French 8
		tre Dis. 3 classes in	Latin 31
TORRINGTON		Latin, 1 class in Alge-	
Philosophy 25			
Physiology 2			

TABLE XXIX

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1868

CLINTON		HUNTINGTON	Physiology	1	
Latin	7	Philosophy	6	Astronomy	2
Algebra	20	Algebra	7	Botany	1
Bookkeeping	5				
Philosophy	4				
Geometry	1				
Physiology	2				
COVENTRY					
Algebra	11				
Philosophy	1				
Bookkeeping	6				
Geometry	2				
Astronomy	3				
ELLINGTON					
Algebra	2				

STONINGTON							
	Lat.	Gr.	Astr.	Fr.	Geom.	Al.	B.
3d Dis.	15	6	12	16	2	4	
6th "	4					10	5
12th "						1	
*15th "						8	
18th "	3						
19th "	3					4	
Total.	25	6	12	16	2	27	5

* 15th	1 in N. Phil.
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TABLE XXX

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1869

CORNWALL	Bookkeeping	2	TORRINGTON		
"English History, Physical Geography, Latin, Algebra, Philosophy, and Rhetoric." Higher branches	Physiology	3	Algebra	22	
	French	1	Latin	20	
			Greek	1	
			French	5	
	FARMINGTON		Geometry	7	
	Nat. Philos.	4			
DARIEN	Algebra	26	WEST HARTFORD		
Algebra	14	Physiology	13	Algebra	7
Nat. Philos.	8	Latin	15	Physiology	1
Arith., National . . .	8	Drawing	12	Nat. Philos.	2
Phys. Geog.	8	Geometry	3	Latin	11
Latin	9	Bookkeeping	6		

TABLE XXXI

ADVANCED STUDIES OFFERED IN CONNECTICUT DISTRICT SCHOOLS, 1870

DARIEN		STAFFORD		WINDSOR LOCKS	
Rhetoric	4	Philosophy	5	Latin	6
		Physiology	3	Trigonometry	4
		Geometry	3	Geometry	8
Hist. of England....	4	Algebra	9	Physiology	15
Algebra	17	Bookkeeping	24	Philosophy	16
Nat. Philosophy ...	15	Philosophy	1	Algebra	9
Phys. Geog.	3	Physiology	7	Latin	7
Anal. of Lang.	4	Latin	4	Geometry	3
Latin	3			Famil. Science	14
French	3				
ENFIELD		WINCHESTER			
Latin	14	Algebra	25		
Algebra	12	Greek	2		

The statistical view of provision of instruction in the higher branches by the district schools may now be completed by one or two summary statements covering the situation for the entire state of Connecticut. The returns for 1862 gave the total number of district school children studying algebra as 1,413; in geometry, 241; in Latin, 478; in botany, 237; in French, 132; in chemistry, 135; in moral science, 220; in physiology, 409; in philosophy, 445; and in bookkeeping, 537.⁴ The superintendent of common schools in 1865 wrote, with regard to this very clearly

defined tendency to provide more advanced subjects in the curricula of the district schools:

There are honest differences of opinion as to the extent to which education should be carried in public or common schools, but there is certainly a tendency to enlarge the course of study. There are more than seventy-five towns in this State in which algebra is taught in common schools; in nearly forty towns, natural philosophy and bookkeeping are found in these schools; in nearly as many, Latin; in twenty, geometry; and in about the same number, physiology and astronomy; while botany, rhetoric, Greek and French are reported in the common schools of a number of towns.

The introduction of these studies indicates that a want is felt for them, and is also evidence that school visitors have deemed them desirable in a common school education. The demands of society, of business and social life, require that more comprehensive education should be provided in common schools, than was considered sufficient fifty years ago.⁵

The first part of the following chapter will show in tabloid form the lack of any uniformity in the type of institution for higher education which was provided in the several Connecticut towns where any separate establishment was to be found in 1866 and 1867.

CHAPTER VIII

HIGH SCHOOL DEVELOPMENT IN CONNECTICUT SINCE 1865

What, now, was the provision for higher instruction in the towns of Connecticut in 1866 and 1867, the approximate dates to which the discussion in Chapter VI was carried and the opening years of the period now to be considered? The returns from school authorities, as quoted by the state superintendent in his *Annual Report* for 1866¹ and for 1867,² will furnish a bird's-eye view of high school instruction throughout the state. The first part of the chapter will be devoted to this tabloid presentation. The remainder will take up in greater detail the high school development since about 1865 in several Connecticut communities, which may be considered as typical. The towns are Meriden, Vernon, Plainville, and New Milford. Lack of space forbids description of other fascinating lines of development.

In the following summary statements, the localities already dealt with in detail (Chapter VI) will be omitted and places which made no report or reported no high school or academy within their limits will also be disregarded.

1866

BARKHAMSTEAD. Only a graded school, in Riverton village, serving some of the purposes of a high school.

BERLIN. An incorporated academy, not endowed, having respectable apparatus, 20 to 60 pupils.

BLOOMFIELD. An academy furnishing higher education to all in the town who desired it.

BRISTOL. A graded school supported by two districts (the Third and Fourth) united. The highest department, taught by a college graduate, was equal to a first class academy. This union graded school, also referred to as a "district high school," was attended by advanced scholars from nearly every district in the town.

BROOKLYN. Lacked a public school of any kind for higher instruction. Interested, however, in public high school idea; several attempts to establish a high school were voted down.

CANTERBURY. Algebra and geometry taught in some of the public district schools.

CANTON. A flourishing public high or graded school (Collinsville High School).

CHESTER. A graded school in the Center District kept for ten to twelve years continuously. The senior department in winter was usually in the care of a Yale or Wesleyan student. Permitted scholars from other districts.

CLINTON. Unendowed academy.

COLCHESTER. Bacon academy, furnishing high school education for Colchester and surrounding towns. Eighty to one hundred pupils. \$25,000 endowment. Present-day accredited high school for Colchester. Fund of Westchester Society, two hundred dollars income, for instruction in Latin or Greek.

COVENTRY. Four district schools offering algebra, geometry, and bookkeeping.

CROMWELL. Founded in 1862, one of the few town high schools in the State.

DANBURY. The matter of the high school project under discussion.

DARIEN. Occasional offerings of algebra, geometry, bookkeeping, Latin, and so on, in public schools. Some older scholars went to Norwalk or Stamford for high school course.

EASTFORD. About fifty per cent of the district schools opened classes in algebra and geometry.

EAST GRANBY. Older scholars found needs met in the graded school in adjoining village of Tariffville.

EAST HARTFORD. A district high school begun in 1860, S. G. Stone, principal.

EAST HAVEN. Specific injunction against higher branches in the public schools.

EAST LYME. Ten pupils in advanced studies.

EASTON. The Staples Free School, third oldest existing school in the State, next after the Hartford Grammar School and the New Haven Hopkins Grammar School. Originally founded in 1781 and incorporated in 1793, on the style of these other Latin grammar schools, the Staples Free School gradually transformed into an academy, while to-day (1927) it is the Staples High School of Westport. For several years it was kept within the limits of what was in 1866 the town of Fairfield. Chiefly a college preparatory institution in 1866. Fund of \$10,000.

ELLINGTON. A high school, so-called (the Ellington School described in Chapter III), not connected with public schools, said to be about to be discontinued.

ENFIELD. Project of the establishment of a high school at Thompsonville under active discussion.

ESSEX. An endowed academy flourishing. One district winter school customarily offered higher branches in Senior Department frequently taught by college student.

FARMINGTON. No academy or high school. Latin not allowed in public schools.

GOSHEN. A good academical school with thirty resident pupils.

GREENWICH. An academy registered between sixty and seventy.

GROTON. The Mystic River district supported a high school, said to have been in continuous existence since 1840 or 1841. Supplied with good houses for male and female departments. About twelve scholars from west part of town attended in New London.

GUILFORD. Guilford Institute, endowed in 1853 by the generosity of a former inhabitant of the town. E. H. Wilson, A.B., principal. Classical and English departments; from sixty to seventy pupils. In most of the public district schools, algebra and bookkeeping taught.

HADDAM. A decadent academy: excellent building, but few scholars. About half the public schools gave instruction in higher branches.

HAMDEN. A dozen advanced scholars attended in New Haven.

HAMPTON. One term of a (public?) high school reported. Algebra in all the district schools.

KILLINGLY. Reported no academy or high school, but perhaps six public schools provided teaching of algebra, occasionally of higher branches.

LEBANON. Said to have maintained a "high school" until a few years before 1866 from the settlement of the town (1697). Credited with great celebrity in 1786, when it "attracted scholars from distant parts of the country."

LEDYARD. No academy or high school, but careful selection of instructors for advanced pupils in district schools.

LITCHFIELD. Female academy incorporated in 1827.

LYME. Algebra in several districts.

MADISON. Only provision, in private academical school of forty pupils.

MERIDEN. In 1866, after considering project of establishing a high school, *voted* to establish one at once and to erect a high school building to cost not more than fifty thousand dollars.

MONTVILLE. Higher branches occasionally taught in some districts. No permanent arrangements for higher education.

MORRIS. A public high school ordinarily kept through the winter; at times through the year. For eighteen or twenty pupils.

NAUGATUCK. Graded schools in Union and Center districts. Slight attention to higher studies.

NEW HARTFORD. In the higher departments of the graded schools algebra, geometry, and Latin were taught.

NORFOLK. Contained private school of twenty to forty pupils under instruction of Mt. Holyoke Seminary graduate.

NORTH BRANFORD. Algebra generally, Latin rarely, in district schools.

NORWICH. The Free Academy, incorporated 1854, opened 1856. A free high school for all children of Norwich, but not public in sense of being supported by town tax on property. Four clear-cut courses were provided for at the outset: classical; scientific; business or practical; higher instruction for girls.

PLAINFIELD. The ancient and honored Plainfield Academy in 1866 was being overshadowed by other schools. Not many of its few pupils were pursuing advanced branches.

PLYMOUTH. Higher studies in some districts.

POMFRET. Many districts offered algebra, Latin, and bookkeeping.

PRESTON. Most districts had pupils in algebra and bookkeeping, seldom in Latin. Norwich received some pupils from this community.

ROCKY HILL. A high school kept about four months annually. Attendance, thirty-eight.

ROXBURY. No public high schools, but higher branches in several district schools.

SALISBURY. A public high school expected soon in Lakeville. A languishing academy at the center. At Lime Rock, a public school of first order, where algebra, geometry, and languages were taught.

SAYBROOK. A graded school in Deep River Centre District, in higher department of which algebra, Latin, and the higher English branches were among the studies.

SEYMOUR. Reported in 1866 a town high school which had been in very successful operation for more than a year; designed for advanced scholars.

SIMSBURY. Excellent teachers in Tariffville graded school.

SOUTHINGTON. Lewis Academy, Webster R. Walker, A.M., principal. This was a coeducational classical and English school, founded September 21, 1846, completed November 14, 1848, and first occupied by a school December 4, 1848. Two funds totaling nearly twelve and a half thousand dollars, donated by two individuals, Addin and Sally Lewis. Low tuition charges. Now (1927) in existence as Lewis High School, accredited public high school for Southington.

STAFFORD. A free high school at Stafford Springs, through the liberality of one individual. About forty pupils. Instruction in Latin, Greek, and mathematics. In some district schools, algebra.

STAMFORD. A high school department in the First District Graded School, admitting some pupils from other districts.

STONINGTON. A district high school at Mystic Bridge, constituting the highest department of the graded school there. Free education for college entrance provided for all the children. Mr. John K. Bucklin, principal.

SUFFIELD. The famous Connecticut Literary Institution, begun in 1833, incorporated 1835. Female department added May, 1846. A good English education; college preparatory. Three-year course for young women. Ages of students ranged from fourteen to twenty-four. Reverend E. P. Bond, principal.

TOLLAND. Senior Department of Center District School provided higher instruction. Algebra and trigonometry taught in about half of the other district schools in the town.

TORRINGTON. Wolcottville Graded School.

VERNON. A high school in Rockville.

WEST HARTFORD. Academical high school maintained part of each year. In the public schools algebra taught in many districts. A district high school had recently been established in the Center District.

WINDHAM. In Willimantic Second District, a district high school, teaching the subjects usual in academies. Schools of Willimantic First and three other districts furnished instruction in algebra; bookkeeping, in several district schools.

1867

Changes only and additions [indicated by *] to the above sketches will be given for 1867.

ASHFORD. Three-month select school every autumn, usually taught by college student. Languages, higher English branches. Supported entirely by tuition fees.

BETHEL. Bethel High School, Mr. Pliny S. Smith, principal, with two assistants. Sixty pupils. Tuition fees only.

BETHLEHEM. A select school thirteen weeks, Mr. J. B. Rich, principal. English branches, algebra, Latin, Greek. Nineteen boys, five girls. Tuition supported.

BOLTON. Bolton High School. Not kept through the year. Languages and the higher branches. Tuition only.

BRANFORD. Center District Graded School, Senior Department. Free to all children of district. About one hundred fifty dollars of public money for this. Latin, higher English studies.

***BROOKLYN.** Senior department, Center District Graded School, taught higher English branches. Unsuccessful efforts to establish a town high school.

CHESHIRE. The Episcopal Academy of Connecticut, endowed with ten thousand dollars. English branches; college preparatory; commercial department.

CLINTON. Clinton Academy, under Wm. O. Woodworth, principal, and one assistant. Fifteen boys, twenty-five girls. Income from tuition. English branches, Latin, and other college preparatory studies, French, music, drawing, painting, botany, philosophy, and bookkeeping.

DURHAM. Durham Academy, Mary J. Camp, principal. Sustained by tuition fees. Pupils: twenty-six boys and thirty girls.

***EAST HARTFORD.** East Hartford High School, free to all living in Center District, open to others on payment of small tuition fee. Otherwise supported as other schools in the district, by public money, and by tax on property. The English branches, algebra, geometry, and Latin.

***ESSEX.** Hills Academy and Essex Seminary (united). Nothing from public money; income from fund two hundred fifty dollars a year. Sustained principally by tuition fees of eighty boys, thirty-four girls. Latin, Greek, French, mathematics, higher and common English branches.

FAIRFIELD. Academy sustained by tuition.

GLASTENBURY. South Glastenbury Academy building erected by a few public spirited men. Flourishing.

***LYME.** One of the district schools reported to be "as good as a high school."

MANSFIELD. A select school at North Mansfield, a few months each year, taught by Miss Mary Whiton. The district school at South Mansfield "is a high school in the sense that it is A, No. 1, and has been taught by the same man twenty-three consecutive winters."

MILFORD. Town high school under principalship of Mr. Edward M. Wright. "Each scholar that is entitled to public money in any district of the town receives it at the high school, if he attends there." Other expenses,

by tuition. English branches, mathematics, classics, French, astronomy, botany, and physiology.

*PLAINFIELD. The Academy was without a principal. A Central High School, supported partly by tuition, partly by private liberality. English branches, algebra, geometry, natural philosophy, and Latin.

*PLYMOUTH. Thomaston Academy. Sustained by tuition alone. A prescribed four years' course of study, including English branches, bookkeeping, languages, and all college preparatory subjects, astronomy, chemistry, physiology.

PORTLAND. The teacher in the higher department of District No. 2 was competent to teach all high school branches. Very many other scholars attended in Middletown.

PUTNAM. Putnam High School, Mr. F. G. Bixby, principal. Support from tuition. History, natural philosophy, bookkeeping, algebra, trigonometry, Latin, etc.

*SEYMOUR. Seymour High School, F. Durand, principal. Twenty-four boys, thirty girls. Common English branches only. Income from public money, seventy-six dollars; tuition paid also.

SHARON. Latin, Greek, and all higher branches in tuition-sustained select school of eighteen boys and fourteen girls taught by Reverend R. D. Gardner.

*SIMSBURY. It was hoped to advance the recently established Tariffville graded school to a school of higher order.

SOUTH WINDSOR. South Windsor High School. Principals not permanent: one employed usually for each term. Fifteen boys, fifteen girls. Tuition paid. Studies, "those usually taught in high schools."

*STAMFORD. Graded School of First District, High School Department, Mr. Alden P. Beals, principal, with one assistant. Fifteen boys, twenty-five girls. Free to residents of district; annual charge of twenty-four dollars a year to others. Public money received and small sum from a local fund. Course of study not yet fully arranged.

*STONINGTON. "No regular course of study" at Mystic Bridge Graded School. Public money; also, tuition.

STRATFORD. Stratford Academy. Tuition supported. Common and higher English branches, natural sciences, mental and moral science, higher mathematics, Latin, Greek, French, and drawing. Coeducational: thirty-five pupils of each sex. Principal, Mr. Frederick Sedgwick, and two assistants.

*TORRINGTON. Mr. Henry R. Merrill, principal of the high school in Wolcottville District. Scholars outside district paid fee. Public money, town tax, and property tax sources of support. Nineteen boys, thirty-two girls in winter term. No regular course of study, but in addition to common and higher English branches, studies preparatory to college were pursued.

WASHINGTON. Waramaug Academy at New Preston village. Sole support, tuition. English branches, algebra, elementary Latin.

WATERFORD. Astronomy, algebra, and Latin in some of the district schools. No regular course of higher studies reported.

WESTBROOK. An academy with no regular course of study. Teachers frequently changed.

*WEST HARTFORD. The upper department of the Center District Graded School, taught by Miss Mary Miller, an excellent school, free to residents in the district, open to others on payment of tuition.

Miss Gleason's school, tuition supported. Twenty to twenty-five pupils of both sexes. English branches, Latin, and Greek.

WILTON. Wilton Academy and two other select schools. Classical studies principally pursued.

WINCHESTER. Only select schools teaching common branches. All attempts to establish more advanced schools had thus far proved abortive.

*WINDHAM. Willimantic or Natchaug High School. Free to residents of district. Public money and property tax. No well defined system of studies, but pupils were fitted for college, for business, or for teaching.

WINDSOR. Union school or academy. Sustained by income from fund and tuition. Common and higher English studies, classics, higher mathematics.

The above summaries indicating facilities for education of high school grade in the towns of Connecticut for 1866 and 1867 cover 87 different localities. High school development in 7 large centers has already been traced in considerable detail up to about 1865 (Chapter VI). In the remaining 69 Connecticut towns either it was stated that no high school or academy was maintained in 1865 or 1866 or no reply was given to the state superintendent's inquiry as to the provisions made for promoting advanced instruction, indicating in these latter instances that no specific measures had been adopted in the towns concerned.

Without considering instruction in high school subjects in the district schools, which has been completely covered in Chapter VII for the years 1858 to 1870, the brief statements given above show clearly but three "town high schools" (Cromwell, Milford, Seymour) and only sixteen so-called "district high schools." From the thumb-nail sketches it will appear that these latter establishments were in fact merely the highest grades or senior departments in district graded schools. Of the district high schools, the state superintendent wrote: "In some of these districts the High Schools are much better organized than in others. Separate High School buildings are almost unknown, but the older classes are usually taught in distinct apartments or the graded school buildings. . . . Many of the District High Schools are hardly worthy the name—having no definite course of study, or requirements for admission, consisting only of such older

classes as desire instruction in the higher mathematics and in languages.”³ These district high schools were managed as all other district schools, by the district committee under the direction of the town school visitors.⁴ Any district had all the power necessary for maintaining such a high school.⁵

The account now turns to the emergence of the high school in four towns, each of which established such an institution later than 1865. The gradual taking hold of the high school idea in these communities, reasons advanced for organizing an advanced school, opposition met, and general results effected will be brought out.

MERIDEN

The enumeration of January, 1864, gave Meriden 1,538 children between the ages of four and sixteen.⁶ All the districts save two maintained schools for the year 1863-1864, and about two-thirds of the enumerated children were in attendance. Besides the public schools there were an academy and four other private schools, the largest of which was kept in the basement of the Catholic Church.⁷

Of the eleven district schools in the town, one was organized into three departments, three were of two departments each, and seven were mixed schools of only one department.⁸ The experiment of free schools for the preceding year had turned out satisfactorily to all parties and had resulted in increased attendance.⁹ Sixteen different subjects of instruction were offered in the various schools.¹⁰ The whole number of pupils from all eleven districts in the advanced studies were as follows: algebra, 2; philosophy, 25; bookkeeping, 8; astronomy, 5; Latin, 10; chemistry, 6; botany, 5; physical geography, 20; geometry, 2; and trigonometry, 2.¹¹

The only thoroughly graded school in town was the Corner District School, registering 275, but with an average attendance of 174.¹² This school received children in the elements, took them through the successive stages of the common and higher English branches, and also enabled them to avail themselves of the facilities of a classical education.¹³ The grading consisted of three departments: Primary, Intermediate, and Higher, with subdivision of each of these into three classes.¹⁴ The school building, although the largest used for school purposes in the

town, seated only 213 and was far from meeting the requirement of the district, which contained 436 children of legal age.¹⁵

Mr. J. C. Howard, principal of the school, had served satisfactorily for seven consecutive years.¹⁶ "He aimed to cultivate thoroughness on the part of his pupils, and to induce them not to rely upon the textbooks, but to reason and think for themselves."¹⁷ In the estimation of the visitors, Mr. Howard had "done much to sustain the cause of education in our midst."

In 1864 the Board of School Visitors published their report on the reorganization of the public schools and school districts.¹⁸ At a special town meeting, held October 4, 1863, it had been

Voted, That the Board of School Visitors be instructed to mature a plan for the reorganization of the Public Schools and School Districts of the town, and print the same with their next annual report.¹⁹

The Board of Visitors assumed the task as the next step to the previous action, in making the schools free, with the view to rendering the school system of the town more successful. The first defect they put their finger on was the district division, which, while probably the best arrangement for small localities, was too cumbersome and complicated for a larger and more thickly populated center such as Meriden.²⁰ "An efficient superintendence and better gradation" were wanted.²¹ The first might be obtained under a district system, but thorough gradation of the whole town system of schools was practically an impossibility, it was intimated, under the old district plan.²²

If the district lines should be abolished, the schools might be reorganized in one of two ways, either by consolidating the districts or by dissolving them and turning the management of all school affairs over to the town. The plan of consolidation was not recommended, as it would perpetuate one of the principal faults of the district system, viz., two boards of school officers. The unsatisfactory working out of this arrangement has already been mentioned in the relation of the town of Middletown to the Middletown City School District.²³ Dissolution of the districts and control by the town was the course urged by the Meriden Board in their *Report*.²⁴

With dissolution a *fait accompli*, "a thorough system of three or four grades, should be adopted, comprising twelve primary, four intermediate schools and one high school."²⁵ If the number

of scholars of the intermediate grade should turn out to be numerous enough to warrant it, another division was suggested—two grammar schools, one in the North Center and one in the Corner District, “which, with the high school, to be centrally located, for the present, in the Institute Rooms, would make four grades, all arranged by one head, with reference to a complete system of common school education for every child in the town.”²⁶ The ends of instruction were to be business or college.

The reasons urged for the adoption of the plan were that it would meet “the two great wants of any system of schools” in a town like Meriden—superintendence and gradation.²⁷ It would *equalize* those advantages of education heretofore only *free*; it would be more economical; it would ensure “greater efficiency, and a higher standard of public education and intelligence, and, as a consequence, better morals and purer patriotism and piety.”²⁸

At the conclusion of the *Report* two resolutions were formulated:

Resolved, That the School Districts of the town of Meriden be and are hereby dissolved.

Resolved, That the town accept in trust, for the benefit of common schools, the District property when surrendered, free from debt.²⁹

In 1864-1865 the Academy and four private schools were still operating.³⁰ Returns from all the district schools gave 26 pupils in physiology; 21 in philosophy; 15 in Latin; 8 in algebra; and 1 in bookkeeping.³¹

The Corner School District contained about one-third of all the children in town and was increasing more rapidly than any other district. The Corner School now registered 338, with an average attendance of 283.³² A new principal, Mr. J. A. Kellogg, had charge of the Senior Department, in which were taught spelling, reading, geography, writing, arithmetic, grammar, history, geometry, algebra, philosophy, and Latin.³³ Mr. Kellogg, who was a graduate of the Norwich Free Academy, had “succeeded well in securing control, preserving a good state of order, and with his competent Assistant (Miss Margaret M. Mann), causing a good advancement to be made in the various branches pursued.”³⁴

The Hanover District School, Benjamin Page, Jr., principal,

was graded in two departments, Higher and Primary. In the upper grade algebra and Latin were taught, along with reading, parsing, geography,³⁵ and other like subjects.

It appears that in 1865 or 1866 a vote of the town of Meriden ordered the establishment at once of a high school.³⁶ A high school building was to be erected at a maximum cost of fifty thousand dollars.³⁷ This vote was never carried into effect.³⁸

In 1869 the acting school visitor hammered again at the district system and urged consolidation. "Establish throughout the town, a common plan under the direction of common government, and then you may have a perfect system of graded schools. Then you will have a Central High School; and all the other departments will be as stairs leading up to this. And then it will be the honorable ambition of the children in all parts of the town to win the graduate's certificate of the 'Meriden High School.'" ⁴⁰ The rescinded vote of several years previous to establish a town high school was referred to. The visitor asserted that the schools of the town had "already cost the voters twenty-five thousand dollars *more* than if the High School had been maintained." ⁴¹ Only one high school with one competent graduate at its head was needed, whereas for lack of one, and under the district system, "the town has been paying *four* graduates and other competent male teachers." ⁴²

The Corner School at the beginning of 1869 had gone into its new building.⁴³ The grading and system of government was entirely changed. Instead of five grades, as in the old building, eight grades were established.⁴⁴ What had been the high school was divided into two departments; the teacher of the high school now giving his undivided attention to his own room, while the teacher of the Grammar department acted as principal of the entire school.⁴⁵

The High School department was under the instruction of Mr. A. B. Mather, a recent graduate of Amherst College. At the close of the school year one of the pupils, who had been entirely prepared in the department, "found honorable entrance into one of the best colleges in the land." ⁴⁶

The senior department of the Center School was conducted under difficulties. Not only were there in one room several grades, "ranging all the way from young men of considerable proficiency in Latin and Greek, down to little children in Pri-

mary Geography and Primary Arithmetic,"⁴⁷ but the school, moreover, was in direct competition with a successful private school in the immediate vicinity, established years before and having secured the attendance of "many of the intelligent pupils of the district."⁴⁸ Conditions at the Center School would have been much better, the visitor thought, if these pupils had been sent to the senior department in the public school of the district. "The hope of entrance into the high school department in the new building (Corner District School), formed by the enthusiastic persuasion of the teacher, proved a helpful stimulant to many of the older pupils" in the Center School.⁴⁹

In 1870 the Meriden district schools continued in their separate capacities to impart instruction of advanced character. The aggregate attendance upon higher grade classes for the whole town was: algebra, 62 pupils; natural philosophy, 12; physical geography, 22; geometry, 18; rhetoric, 13; Latin, 60; Greek, 16; book-keeping, 15; trigonometry, 1; astronomy, 9.⁵⁰ The material for one well-organized small high school existed here. The continued dominance of the district system of division of the town prevented the realization of a high school.

Failing the consolidation of all the districts or their dissolution, there was a movement on foot in 1870, to unite three of the districts, the Old Road, Railroad, and Prattsville divisions.⁵¹ In two of these pressure for increased accommodations was urgent. Wealthy and influential residents were favorable to the project of union and the erection of an ample school building at some convenient central point.⁵² The acting visitor commented on the prospect thus: "With a creditable graded school building in this quarter of the town, where children can enjoy privileges equal to any elsewhere, Meriden, that has always been forward, and can boast of being the first town in the State to adopt the free school system, will then have completed its educational facilities, unless at some time in the future it shall please to erect a splendid central building for a grand public High School and Institute."⁵³

At the Corner School, grade eight, the highest department, was in charge of Mr. Mather, assisted by Miss Page.⁵⁴ Particular mention was made of classes in algebra, geometry, trigonometry, and Virgil.⁵⁵

The Center School had moved into a new edifice, costing nearly thirty thousand dollars.⁵⁶ It now served a union district,

consisting of the old Center and the North Center.⁵⁷ Six departments had been organized, and the school placed in charge of Mr. A. E. Ives, Jr., also a graduate of Amherst College.⁵⁸ In the sixth grade classes in rhetoric, physical geography, Greek, Latin, algebra, geometry, and bookkeeping were taught.⁵⁹ This highest department registered 36 scholars with an average attendance of 27.3.

The Hanover was another district school which continued to figure with advanced instruction. Classes in algebra and Latin were formed.⁶⁰ The same was true of the Prattsville School.⁶¹

Certain progress toward better organization and administration of the Meriden public schools was effected in 1871. Six of the schools were graded.⁶² At the head of each of them "able principals were employed—each capable of fitting his pupils for college."⁶³ For the first time in the history of the town uniformity had been secured in the number, length, and beginning and ending dates, of terms in all the schools throughout the town.⁶⁴ At the Corner School, Mr. A. B. Mather was still principal and the highest grade was now numbered "nine."⁶⁵ The Center, West, and Hanover graded schools continued to flourish.

Tempered, yet eloquent propaganda for a Meriden High School continued to be released through the medium of the annual reports. The acting school visitors in 1872 opened with a general statement of the hindrances to the progress of education in Meriden.⁶⁶ "In some schools the channels of education have been widened rather than deepened. Too many branches of study have been crowded into a short space of time, and the useful has been sacrificed to the ornamental, the elementary knowledge which we always *use*, to the higher knowledge which we *long* to use."⁶⁷ Far from wishing to go on record as opposed to advanced instruction, however, the visitors declared that wherever the opportunity offered and the more useful branches were not neglected,

we should be glad to see the higher studies introduced which improve the mind and elevate the taste; for the great end of education is to discipline the mind and the heart; and it goes beyond those studies which merely satisfy the lowest demand for practical use, and contribute only to the worldly interests of the pupils. It is true that men do not make bargains in Latin and Greek, or talk French in the market, or plough with syllogisms, or compute the value of stocks by the propositions of Euclid, or rake hay with the principles of morals; yet the man whose mind has been sharpened,

and drilled, and enlarged by such exercises, is not only a wiser and more skilful man in business, but a nobler and better man in his various relations of life.⁶⁸

The visitors specifically urged that "the climax of our educational system should be the High School. To be crowned with its fullest honors should be the ambition of all our young people."⁶⁹ The practical value of such an institution as a normal school supplying the town with teachers was alluded to.⁷⁰ The district system, in the Board's "calm and deliberate judgment" formed as the result of its workings in Meriden, was "incompatible with the highest prosperity of our schools" and was what stood in the way "of a more perfect organization" of the schools.⁷¹

The unwisdom of the prevalent fashion of managing higher instruction in the town was demonstrated. In six different schools high school branches were being taught, but there existed not one school where exclusive attention could be given to these studies and from which "scholars may graduate with properly certified diplomas."⁷² This very unsatisfactory situation, wherein, also, scholars were forced to rely for their instruction upon teachers whose time was already too much crowded by classes in a great variety of subjects, worked to the disadvantage of the advanced pupils, who were imperfectly prepared and much handicapped as a result.⁷³ The Reverend Mr. Pettee, commenting on these conditions, wrote: "Scholars are compelled to go to Hadley, Suffield, Ipswich, and Poughkeepsie to complete their education, or rather to receive certificates of graduation, thus stripping our schools of their brightest ornaments, subjecting parents to unnecessary expense, and sending children from the sacred protecting influences of home, at an age when they stand most in need of them and are most endangered without them. And those who remain at home attending the schools where high school branches are taught, do not receive the full benefits of high school instruction, as in these crowded and mixed schools the higher branches are often necessarily neglected."⁷⁴ Another consequence of providing advanced instruction in six different schools was the increased expense incurred in employing six or seven classically educated men at high prices where one highly trained man would suffice as principal of the one high school proposed.⁷⁵ Multiple costs for school building and additions were further unneedfully borne.⁷⁶

The high school as a practical asset to the town and its citizens was emphasized in the *Report of 1873*. Such a school "elevates and gives character to the town, and brings it into equality and fellowship with the first-class communities of the State."⁷⁷ It also tended to attract a better class of citizens, and would "thus serve to introduce those who are of worth and honor to a community."⁷⁸

The school visitors in 1874 described what they had in mind with reference to a high school. It was not to be dignified by such terms as "institution of learning," "a temple of science," "a higher seminary," or anything of this type.⁷⁹ It professed to be only "*a first-class school*." Its pupils should enter at an average age of fourteen years. They should have completed the course in arithmetic, geography, history of the United States, English grammar, and spelling, and should have passed a suitable examination. The high school course of study would occupy four years, after completing which it might reasonably be expected "that the pupils should have learned how to study, have become familiar with the outlines and fundamental principles of the different branches, and be ready to enter our best colleges and scientific schools, or else to begin life with such general knowledge, and with abilities and habits of thought so trained, that they should be impelled toward all that is high and useful, and be protected from the baseness of ignorance."⁸⁰

In order to remedy some of the defects patent in the Meriden system, the Board of Visitors in 1875 offered a program or scheme of studies, which was to be put in force at the beginning of the 1875-1876 winter term. This was an eight-year graded plan, followed by a four-year high school curriculum.⁸¹ The plea for the Meriden High School was patiently reiterated. A strong argument, succinctly stated, was: "Economy and superiority of instruction go hand in hand in the founding of High Schools. Several scraps of classes studying the higher branches of the District Schools are brought together in a Central High School and one class formed of them. The cost of instructing them together is only what it cost before to educate any one of the several scraps of classes. The mutual influence of pupils upon each other exercises an extraordinary power to stimulate and develop them."⁸² Table XXXII presents the scheduled subjects of the eighth grade, followed by the high school courses, as they were

published in the first formulated program of studies for the Meriden public schools.

TABLE XXXII

EIGHTH GRADE AND HIGH SCHOOL COURSES: MERIDEN, 1875

EIGHTH YEAR—FIRST, SECOND, AND THIRD TERMS

Reading.....	Sixth Reader
Spelling.....	Written exercises, from selected list
Writing.....	No. 6
Drawing.....	From copies, and from nature; sprays, flowers, fruit, etc.; model and object drawing
Arithmetic.....	Hagar's Common School, to Progression. The Metric System
English	
Grammar.....	Harvey's. Quackenbos' Composition and Rhetoric
History U. S.....	Goodrich's Common School
Political Science..	Alden's Citizens' Manual
Algebra.....	Davies' Elementary
Geography.....	Common School and Physical Geography. Apgar's Geographical Drawing Book

HIGH SCHOOL COURSE *

Year and Term		Mathematics	Language	Science
First Year:	I..	Arithmetic and Bookkeeping	English Language and Composition	Physical Geography
	II..	Arithmetic and Bookkeeping	English Language and Composition	Physical Geography
	III..	Algebra	Rhetoric; <i>French</i> and <i>German</i>	Botany
Second Year:	I..	Algebra	Rhetoric	Physiology
	II..	Algebra	History	Physiology
	III..	Review	History; <i>French</i> and <i>German</i>	Botany
Third Year:	I..	Geometry	English Literature	Natural Philosophy
	II..	Geometry	History and Constitution of U. S.	Natural Philosophy
	III..	Geometry	Political Economy; <i>French</i> and <i>German</i>	Geology and Mineralogy
Fourth Year:	I..	Trigonometry	Moral Science	Chemistry
	II..	Astronomy	English Literature	Chemistry
	III..	Astronomy	Reviews; <i>French</i> and <i>German</i>	Reviews

* Elective studies in italics.

TABLE XXXII—(Continued)

CLASSICAL COURSE *

First Year.....	Arithmetic and Algebra, Latin Grammar and Reader, <i>French and German.</i>
Second Year....	Algebra and Reviews, Cæsar and two books of Virgil, Greek Grammar.
Third Year.....	Geometry, Virgil completed and Cicero commenced, Ana- basis.
Fourth Year....	Trigonometry and Astronomy, Cicero completed and Sal- lust, Homer and Reviews.
	Drawing through the course; also, essays, recitations, and declamations.

* Elective studies in italics.

It was not expected that this course of study would be found perfectly adapted to the wants of the school at the outset, but it would be corrected as experience disclosed its defects.⁸³ Below the high school, the first and second years of work were to be assigned to Primary schools; the third and fourth to Secondary; the fifth, sixth and seventh to Intermediate; and the eighth year to the Grammar Schools.⁸⁴

The year 1876 passed and still no Meriden High School emerged. The limits of the town embraced twelve school districts.⁸⁵ The Corner District had thirteen grades and fourteen teachers.⁸⁶ "Professor" Albert B. Mather remained in the principalship of the highest department, a position which he had occupied since 1869.⁸⁷

In April, 1877, a proposition to consolidate the six central districts was voted down.⁸⁸ The allegations of the opposition, stating that the Meriden schools were of a very low grade, were summarily disposed of by the visitor. He cited the grading up of many of the schools as a necessary measure to make up for the lack of a high school, and the employment of several "classically educated teachers, competent to teach high school studies; an unbusinesslike and expensive method, I admit, but one which completely wipes off the aspersion that nothing but elementary branches are taught in the Meriden Schools."⁸⁹ He took occasion to say that Meriden was then in the seventy-first year of her history as a town, and the tenth year as a city, and still she was without that most desirable institution, a public high school.⁹⁰

"The great educational want of Meriden" was the phrase used in 1878 to describe the lack of a public high school.⁹¹ The system was "headless without it," "almost aimless."⁹² The city had a race course, and sometimes talked of an Opera House. The school visitor ventured the suggestion "that a High School would be more to the credit of the town than either."⁹³

At the close of the 1879 summer term of the Center School, Mr. French, the principal, at his own expense presented six of his pupils with a diploma.⁹⁴ The certificate indicated that the holder had completed the course of study and passed a satisfactory examination "in Arithmetic, Grammar, Geography, History, Algebra, Natural Philosophy, Geometry and Latin."⁹⁵ This action was taken with a view to justice to the pupils. These "sheepskins" were prized more highly than "the Golden Fleece."

Three of the district schools in 1880 had for their principals college trained men who were holders of the master of arts degree.⁹⁶ High school studies were offered in each of the three. In the Corner School, Mr. A. B. Mather, A.M., principal, there were 3 pupils in Greek, 3 in Latin, 6 in geometry, 30 in algebra, 5 in rhetoric, 20 in physiology, 18 in bookkeeping, 13 in Roman history, and 34 in United States history. In the Center School, Mr. Joseph R. French, A. M., principal, there were 2 pupils in Greek, 44 in Latin, 2 in geometry, 36 in algebra, 8 in rhetoric, 31 in physiology, 9 in ancient and modern history, 47 in United States history, 7 in natural philosophy, and 21 in physical geography. In the Prattsville School, Mr. Henry S. Pratt, A.M., principal, classes recited in Latin and algebra.⁹⁷

Great must have been the rejoicing of the friends of education in the spring of 1881. The whole matter of the establishment of a Meriden High School was laid before a special town meeting, by a committee appointed for the purpose; and on April 12, 1881, the town voted with great unanimity "to establish a Central school of not more than two departments to which the more advanced pupils from all the districts may be sent for instructions, provided that the cost of such school shall not exceed three thousand dollars per annum."⁹⁸ In the case of Meriden, as it had been earlier in the case of New Haven, the compelling immediate reason for voting a high school was the necessity of relieving at once the pressure of large numbers of pupils. "It had become a matter of necessity to have additional school room and the only

question was whether it should be for the primary or for the more advanced classes." ⁹⁹

In accordance with the vote of the town, a committee made up of J. H. Chapin, C. H. S. Davis, and S. B. Little proceeded to make arrangements for the opening of the new school at the beginning of the school year in September.¹⁰⁰ There was in process of construction at the time a building for the German-American School, and the committee leased the second floor for the use of the public high school.¹⁰¹ Some delay in finishing the new edifice necessitated temporary quarters for the high school, and accordingly a part of the Prattsville schoolhouse was used for a few weeks.¹⁰²

At the time appointed for the examination of applicants for admission to the Central School, 73 appeared.¹⁰³ One was admitted on certificate from the Hartford High School.¹⁰⁴ Thirty-eight passed the requisite examination and of 16 others who were conditioned in one study each, the majority later made up the deficiency, and the school opened September 5, 1881, with 51 pupils.¹⁰⁵ Mr. Henry S. Pratt, A.M., principal of the Prattsville district school, became head of the town high school.¹⁰⁶ The institution opened with every earnest of success.

This New Central School soon came by common consent to be referred to as the High School. To make the designation official a vote of the Joint Board of Selectmen and School Visitors on September 15, 1882, named the new school the "Meriden High School." ¹⁰⁷

The total number of pupils registered in the first year was 52. Two of these left town and 10 dropped out, but at the opening of the second year 42 new names were added to the roll and in 1882 the school numbered 84.¹⁰⁸ A careful rearrangement of the course of study of all the schools was made. Below the high school, nine years of work was mapped out, "divided for convenience into Primary, Intermediate, and Grammar School grades," three years being allotted to each of these divisions.¹⁰⁹ Table XXXIII reproduces the first course of study for the Meriden High School after the institution was actually established.¹¹⁰

The fifteenth of June, 1883, "was a day long to be remembered, not only in the history of the school but in the history of Meriden. On that day the first class graduated from the High School." ¹¹¹ Before the close of the year the town had appro-

TABLE XXXIII

COURSE OF STUDY: MERIDEN HIGH SCHOOL, 1882

ENGLISH COURSE

- First Year.....Algebra, English Analysis, Physical Geography, Physiology, and English Composition.
- Second Year....Arithmetic, Zoölogy, Philosophy, and Bookkeeping (optional).
- Third Year.....Geometry, History, Chemistry, and Botany.
- Fourth Year....Trigonometry or Rhetoric, English Literature, Astronomy, and Geology.

CLASSICAL COURSE

- First Year.....Latin Lessons, Physical Geography, Algebra, and English Composition.
- Second Year....Cæsar (Four Books), Greek Lessons, Arithmetic, and Latin Composition.
- Third Year.....Cicero (Seven Orations), Anabasis (Four Books), Geometry (Plane), Greek Composition, and Roman History.
- Fourth Year....Virgil (*Æneid*, six books and the *Bucolics*), Ovid, Homer's *Iliad*, and Grecian History. Review of Studies of the Course.

Exercises in Composition, Writing, Declamation, and Reading, throughout both Courses.

priated fifty thousand dollars for a new building to house the Meriden High School.¹¹² Almost twenty years after an earlier vote of the town on this same subject had been rescinded, the high school project in Meriden was now fairly assured of future success.

VERNON

The acting school visitor of Vernon wrote to the state superintendent of common schools in 1867: "The subject of a High School is seriously agitated, and when we have hit upon the best plan, and business is a little more prosperous, I think we shall have a High School that will be a credit to the town."¹¹³ In a very few years a definite beginning of permanent high school development had been made. The Rockville High School was the institution which eventually emerged from the East District school as the town high school for Vernon.

The early origins of high school development in Vernon really

go back to the period when Henry Barnard's influence was being most vigorously exerted throughout the state. The East District schoolhouse was erected in 1849.¹¹⁴ The children in this school were from time to time instructed in the higher studies.¹¹⁵ One of the earliest principals was Mr. Emory F. Strong, who took up the work about October 1, 1850, remained two years or more and later went to West Meriden and in 1855 to Bridgeport as principal of the high school there.¹¹⁶ On November 13, 1855, the East district clerk's book of records shows, it was voted "that all studies except the English branches be excluded from the school."¹¹⁷ A regulation of 1859 fixed the rate of tuition of "any scholar admitted to the *High School* from out of the district."¹¹⁸ Some time in 1867 or 1868 the plan of establishing a town high school was brought before the citizens of Vernon, but strong opposition developed and the project met with a decided defeat.¹¹⁹

The *Report* of the school visitors for 1869 indicated that there were certain difficulties which hindered the prosperity of the schools in the East and the West Districts (Rockville). Like disadvantages were experienced also in some other schools in the town. Scholars who had reached the stage where they were prepared to undertake advanced studies were obliged to pursue the branches which those of the lower grades were having.¹²⁰ The older pupils found practically no encouragement to continue into higher subjects. The solution of the situation, it was asserted, lay in the establishment of a town high school.¹²¹ "The children of this town are ready and waiting for the public High School to become a fixed fact."¹²² The action of other towns in providing for the older pupils was cited as precedent.

The "important school" of the East District in 1869 was divided into three primary departments, the first, second, and third; three intermediate departments, first, second, and third; and the Upper Department.¹²³ Mr. Mortimer A. Warren had just resigned as principal of the Upper School, and was succeeded by Mr. John T. Clarke, whose teaching experience had been gained in the academy at Dudley, Massachusetts, and in the New Jersey Normal School at Trenton.¹²⁴ The school was composed of "large scholars, far enough advanced to be by themselves," and quite a number of smaller ones who had been crowded out of the lower rooms for lack of adequate space.¹²⁵

One of the most earnest and aggressive advocates of providing

higher educational privileges for the children of Vernon, so that they would not be forced to go away from home to secure these, was the Reverend A. S. Fisk.¹²⁶ Also favorable to the establishment of a high school was A. Park Hammond, who was chosen July 11, 1870, as the committee of the East District.¹²⁷ To these two men the credit was given for bringing about the opening of the more advanced school.

In September, 1870, the East District School opened under a new principal. Mr. Randall Spaulding, "a young man of energy and thorough scholarship," came to the head of this school, with the understanding that he was to organize a high school course.¹²⁸ When the school opened, the building was too crowded and too small to make a satisfactory grading possible. When the winter term opened, however, two new buildings which had been completed in the interim relieved the pressure, and Mr. Spaulding proceeded to reorganize the East District School. Pupils who were advanced far enough to pursue high school subjects were gathered on the upper floor of the old building. Another teacher, Miss Hannah M. Freeman, was appointed to assist Mr. Spaulding. On December 5, 1870, the opening date of the winter term of the Vernon East District School, the Rockville High School was ushered in to formal existence.¹²⁹

The town of Vernon now possessed a district high school. The school visitors were, however, not satisfied. "The Districts," they wrote, "hinder and spoil anything like a fair gradation of the schools of the town."¹³⁰ The true course for the town was believed to be to become, through action of the majority of the Districts, the Vernon School Society. The schools would then be graded from two centers, one in the southern part of the town and one at Rockville, leaving the primary and intermediate schools where they then were, but bringing the advanced scholars together at the two centers suggested.¹³¹ One of the most pressing needs of the several districts, outside of Rockville, was some such system of graded schools. A single district by itself could not perfect such a system, "not containing a sufficient number of pupils."¹³² It appeared to the Visitors that "by selecting the larger and more advanced scholars from the several districts, gathering them into a higher school located at some central point, the educational interests of this part of the town would be better served."¹³³ A case in point was the winter term of the school

taught by Mr. Henry Loveland, "made up as it was of pupils from three or four districts."¹³⁴

There were "many active, intelligent children" in the town, whose parents would gladly give them the opportunity of securing a higher education, but they were unable to bear the expense of educating their boys and girls away from home.¹³⁵ Parents who were in a position to pay for such outside instruction hesitated to trust their children away from the home influences.¹³⁶ The best way out of the dilemma seemed to be "a union of all the southern districts and the creation of suitable accommodations at some central point, for the establishment of a school, which in connection with the present schools, shall constitute a graded system."¹³⁷

The new Rockville High School prospered from the beginning.¹³⁸ In the summer of 1873 the first graduating class,¹³⁹ consisting of two brothers, Edwin G. and Thomas D. Goodell,¹⁴⁰ went out. These young men entered Yale College, from which they graduated in 1877 with distinguished honor.¹⁴¹ It is interesting to note that Thomas D. Goodell followed with extended terms of tenure the earlier course of many Yale men.¹⁴² He was appointed master of the Hartford Grammar School in 1877, being thus also a member of the faculty of Hartford Public High School.¹⁴³ He held this position of Hopkins Grammar School Master for eleven years, in 1888 becoming a professor in Yale University.¹⁴⁴ A prominent member of the second graduating class (1875) of Rockville High School was Colonel Lucien F. Burpee.¹⁴⁵

The board of school visitors, reporting in 1873 on the total cost of the schools of Vernon for the current year, pointed out that the sum was almost \$450 less than for the previous year.¹⁴⁶ The difference was chiefly due to the fact that in the West District a male teacher had been employed during only a part of the year.¹⁴⁷ This observation led to the suggestion that the town could be spared the expenditure of from one thousand to twelve hundred dollars a year and still the schools would be as advantageously conducted, "if the East and West Districts should unite, or, as both schools are now perfectly graded, if they would grade to a common center and make one high grade instead of being at the expense of two."¹⁴⁸ "The highest grade" of the East District (Rockville) was described as being "in its

workings and practical results, a High School, and is open to all advanced scholars in the town who choose to partake of its advantages." ¹⁴⁹

The district clerk's book of records shows that on January 15, 1875, it was voted "to partition off the upper story of the new school building into four rooms, and to purchase new and larger seats for the High School room, taking those now in use there for the new rooms made as above." ¹⁵⁰ The new desks placed in the high school room were manufactured by Ross of Boston. They were of large size and, unlike the old ones, were provided with lids. An amusing circumstance connected with the change was that some formidable objections were raised to the new style of furniture. "It was argued that the careless dropping of the lids in school-time would be a serious annoyance. It was also feared that the scholars would 'play' behind the raised lids." ¹⁵¹

The courses of study in the Rockville High School at first were arranged to cover five years, the extra year being added to work off defects in preparatory training. ¹⁵² Then, too, scholars were admitted "at an early age," and the school year was not long. ¹⁵³ An entrance examination to the high school was established in the fall of 1874. This required a knowledge of the usual grammar school studies. ¹⁵⁴ The first high school course was formulated in 1874 also, after the plan of an entrance examination had been put into effect. It had been found practically impossible to maintain a systematic course prior to the adoption of definite requirements for admission. ¹⁵⁵

High school consciousness developed very soon, especially in view of the fact that the Rockville High School was merely the upper department in the East District Graded School. A well-gotten-up school paper, "*The R. H. S.*," was first issued in the fall of 1877, volume one, number one, appearing under date of November ten. An abridged catalogue of the school was published as one item in this initial issue. ¹⁵⁶ The subjects in which candidates for admission to the high school were required to pass examinations on the first day of the winter term were given: arithmetic, physical and descriptive geography, grammar with analysis and parsing of simple sentences, United States history, reading, and spelling. ¹⁵⁷ The five-year course was still in use. The grouping of studies by years was derived for Table XXXIV

TABLE XXXIV

STUDIES OF ROCKVILLE HIGH SCHOOL: FALL TERM, 1877

Freshman Class	English grammar, arithmetic, physical geography, Franklin reader.
Sophomore Class	Latin reader, physiology, elementary algebra, Long- fellow.
Middle Class	Cæsar, German, higher algebra, Longfellow.
Junior Class	Ovid, geometry, natural philosophy, English literature.
Senior Class	Virgil, Xenophon, astronomy, Latin composition, logic, Greek history, English literature.

from the "rank in scholarship" roster for the fall term of 1877.¹⁵⁸ Additional subjects, evidently to be commenced in the winter term, included English history, general history, rhetoric, mental philosophy, Anabasis, French, Homer, Roman history, trigonometry, Cicero, and Tennyson.¹⁵⁹ Weekly instruction and daily

TABLE XXXV

ROCKVILLE HIGH SCHOOL: COURSE OF STUDY, 1884

BUSINESS COURSE			
Year	Fall Term	Winter Term	Summer Term
First	Arithmetic	Arithmetic	Arithmetic, Metric
	Physical Geography	Physical Geography	System
	English Grammar	General History	General History
	Spelling	English Grammar	English Composition
Second		Spelling	Spelling
	Algebra	Algebra	Algebra
	Physiology	Physiology	Botany
	Bookkeeping or	Botany	Civil Government or
Third	Latin lessons	Bookkeeping or	Latin lessons
		Latin lessons	
	Algebra	Euclid	Euclid
	Natural Philosophy	Natural Philosophy	Rhetoric
Fourth	German or Cæsar	German	German or Cæsar
		Cæsar or Chemistry	
	English History	English History	Review Studies
	Astronomy	English Literature	English and American Literature
	Political Economy	Geology, Chemistry	Mental Philosophy
	or Virgil	or Virgil	or Virgil

TABLE XXXV--(Continued)

CLASSICAL COURSE

Year	Fall Term	Winter Term	Summer Term
First	Arithmetic	Arithmetic	Arithmetic, Metric
	Physical Geography	Physical Geography	System
	Spelling	General History	General History
	Latin lessons	Spelling	Spelling
Second		Latin lessons	Latin lessons
	Algebra	Algebra	Algebra
	Cæsar	Cæsar	Cæsar
	Latin Prose	Latin Prose	Latin Prose
Third	Physiology	Greek lessons	Greek lessons
	Algebra	Euclid	Euclid
	Virgil	Virgil	Virgil
	Anabasis	Anabasis	Anabasis
Fourth	Greek Prose	Greek Prose	Greek Prose
	Cicero	Cicero	Ovid
	Homer's Iliad	Homer's Iliad	Latin Reviews
	Greek History	Roman History	Greek Reviews
			Math. Reviews

The three lower classes have daily exercises in reading. The two lower classes have daily practice in writing or drawing. The girls read or recite, and the boys declaim in the presence of the school twice each term. Music for the whole school twice or three times a week. Every scholar is required to write a composition once in four weeks. Scholars are marked on the scale of 100; any scholar whose average for a term falls below 60, will be dropped into the next lower class.

practice in music was offered.¹⁶⁰ The High School was free to all children residing in Vernon. Scholars from out of town paid fifty cents a week for tuition.¹⁶¹ The aim of Rockville High School was stated to be to furnish the yearly increasing number of Vernon boys who wished to prepare for college an opportunity to do so without going to the expense of attending an out-of-town preparatory school, and further "to give all our youth such training in the elements of common knowledge as will best fit them to be true men and women."¹⁶² The principle acted upon was "that education is a great good, but that education without sound character is a curse."¹⁶³

The East District of Vernon was still in 1884 charged with

maintaining the Rockville High School. The public schools of the district were divided into four departments: the Primary department included grades first to fourth inclusive; the Intermediate, grades five, six, and seven; the Grammar department, grades eight and nine.¹⁶⁴ The high school studies were now covered in four years, and were arranged into a Business and a Classical course,¹⁶⁵ as shown in Table XXXV.

For nearly twenty years Rockville High School continued as the upper department of the East District School, though with ever increasing individuality of character. In 1893 a new building was erected and on June 20 of that year the first Town High School Committee was appointed. The edifice was dedicated September 5, 1893, and was used at once as the public high school of Vernon.¹⁶⁶

PLAINVILLE

Plainville, which was originally a part of the town of Farmington, was made a separate town in the year 1869. It then contained 1,500 inhabitants, 290 of whom were legal voters. The enumeration of children between the ages of four and sixteen was 320.¹⁶⁷ The town limits contained three school districts, the West Plains, East Plains, and White Oak.¹⁶⁸

The subject of uniting these districts and establishing a graded school had been proposed and discussed both in public and in private for several years.¹⁶⁹ No binding action was taken, however, until February 6, 1873, when in a town meeting, warned for the purpose, a vote was passed "to consolidate the districts, build a schoolhouse, and establish a graded school."¹⁷⁰

In January, 1874, the new building was dedicated. A school of five grades was begun, including all the children of the town with the exception of a very few attending a mixed school in the eastern quarter.¹⁷¹ The departments of the Plainville Graded School at its opening were designated First Primary, Second Primary, Intermediate, Grammar, and Senior.¹⁷²

The first principal was Mr. Charles L. Ames,¹⁷³ who is still in active service in the state as principal of the Brown School, Hartford, and member of the State Board of Education. For the school year, 1874-1875, Mr. Schuyler P. Williams, A.B. (Yale), was appointed headmaster.¹⁷⁴ Mr. Williams remained in charge of the Plainville Graded School until 1891, when he went to

Bridgeport as principal of the Prospect Street School, which latter position he held until June, 1920, when he went on the retired list.¹⁷⁵

When Mr. Williams entered upon the work at Plainville in 1874, the board of school visitors purposed that the Senior Department should comprise classes in "high school" work, with a view to preparing for the college entrance examinations those pupils who chose to elect such work.¹⁷⁶ The course of study for the Senior Department, as published in the first catalogue, 1875-1876, of the Graded School,¹⁷⁷ appears as Table XXXVI.

TABLE XXXVI

COURSE OF STUDY, SENIOR DEPARTMENT: PLAINVILLE GRADED SCHOOL,
1875-1876

Arithmetic, practical, completed
Algebra, Geometry, Astronomy
Natural Philosophy, Physical Geography
Physiology, Botany, Chemistry
Geology, History, Rhetoric, Literature
Bookkeeping
Exercises in Declamation
Composition, Reading, Spelling and Writing
Pupils who wish to pursue a Preparatory
College Course take the Languages in place
of certain studies in the regular course.

High school classes were actually formed and a number of pupils were prepared for entrance to Wellesley, Mt. Holyoke, and Yale.¹⁷⁸ After a few students from the Plainville Graded School had been tried out at Wellesley College, the secretary of that institution wrote to Principal Williams to the effect that thenceforth Wellesley would admit without examination any pupils whom Mr. Williams might certify.¹⁷⁹

The town *Report* for 1882 found the Plainville Graded School in good condition.¹⁸⁰ System and order prevailed in all departments, and the pupils were "ambitious and interested in their studies."¹⁸¹ Most of the parents coöperated by sending their children regularly and punctually to school.¹⁸² Five women teachers assisted Mr. Williams in the various departments.¹⁸³

The end of the school year in 1885 was signalized by the send-

ing forth of the first graduating class.¹⁸⁴ A fixed course of study had been prescribed and to each student who had completed the course and attained a suitable standard of proficiency a diploma was awarded "as a public testimonial of character and scholarship."¹⁸⁵ The good results of this formal recognition were many. For one thing, public attention was called more forcibly to the school.¹⁸⁶ Teachers and pupils alike now had some definite object to look forward to, and hence were bound to toil with greater determination.¹⁸⁷ The prosperity of the Plainville Graded School was more marked even than during the previous year.¹⁸⁸

On the strength of a steady increase in the town's population and a change of law regarding employment of children in manufacturing establishments, the school visitors in 1886 prophesied continued increased attendance of pupils.¹⁸⁹ They stressed the wisdom of looking ahead and making provision in the way of more ample accommodations. The Graded School had employed one more teacher than ever before, but the pupils had become so numerous and some of the rooms were so crowded that it appeared "absolutely necessary to employ still another teacher, provide another room, and form another grade."¹⁹⁰ The hall on the upper floor of the schoolhouse was on public occasions nearly filled by pupils, "leaving very little room for visitors," and it was thought advisable to divide this hall, which was in daily use for classes of the two higher grades, so as to make two additional schoolrooms.¹⁹¹ Mr. Williams had now been principal and in charge of the upper or senior department for over a decade. He had been able "to accomplish more than in any previous year," as the Board had granted what had long been needed in that department, an assistant teacher.¹⁹² Mrs. Williams, who had assisted her husband during the previous two terms and who had proved to be "well fitted for the position," was also engaged for another year. Mr. Williams's "qualifications, experience and success" had "led other schools to offer a larger salary than he has received here."¹⁹³

During the year 1886-1887 the Plainville Graded School was in session thirty-eight weeks.¹⁹⁴ Throughout most of this time seven separate departments were in operation under the care of eight teachers.¹⁹⁵ Some faint question was stirring as to whether "the increase of the number of Departments was advantageous."¹⁹⁶ In 1891, after seventeen years' service as prin-

principal of the Graded School, Mr. Williams resigned to go to Bridgeport.¹⁹⁷

In 1892 the school visitors announced that "Some changes are contemplated with regard to the studies of the High School department with a view to give, if possible, a more diversified schedule of subjects to those pupils who, for one good reason or another, find themselves unable to complete all the studies required for the honors of graduation."¹⁹⁸ As the changes planned had not been definitely formulated at that time, the *Report* reserved statement of their precise nature.

Excellent work was reported done by the highest grade, "No. 7," in 1895.¹⁹⁹ The introduction of "an English course as a course separate from the Latin-English course" was referred to as having proved a success and as having met "the preferment, if not the requirements, of a good percentage of those pupils whose circumstances or opportunities made the completion of the English course very desirable, when for them, the completion of the Latin-English course would be difficult if not impossible."²⁰⁰ The interior of the building had been thoroughly renovated during the vacation and the fresh surroundings and "other incentives and conditions," it was hoped, would stimulate both teachers and pupils "to make the work of the coming year fill another bright page in the history of the Plainville High School."²⁰¹

Conditions in the high school department were apparently satisfactory in 1897. The work had been "well managed."²⁰² The visitor was of opinion that it had been quite satisfactory to the patrons of the school and the public."²⁰³ The examination papers of the graduating class "were good ones."²⁰⁴ Evidence was not lacking of "industry and careful study on the part of the pupils, and conscientious and painstaking work on that of the teachers."²⁰⁵ Principal Powers had been "ably aided" by Mrs. Williams, and both had been engaged for another year.²⁰⁶ In short, "a year of successful work in all departments of the school" was looked for.²⁰⁷

Then, abruptly, on the threshold of the twentieth century, the Plainville High School came to an end. The *Report* for 1899 indicated that "the work in No. 7" had been a disappointment.²⁰⁸ It was "a matter of history now that we had no graduates at the end of our last school year."²⁰⁹ The condition was deplored as the "cause of great disappointment to many, and particularly

to the members of the School Board.”²¹⁰ It was hinted that “this state of affairs was not brought about without a cause”—“this unfortunate predicament was the result either of a failure on the part of the teachers in this department to teach successfully or a failure on the part of the four prospective graduates to study and learn as they might and should.”²¹¹ As a result of this untoward situation the graduation exercises of 1899 “were necessarily dispensed with.”²¹²

At a meeting of the Plainville School Board in July, 1899, a resolution was introduced and adopted that, beginning with September, 1899, the Plainville High School should thereafter be conducted as a grammar school “and conform in all respects to the requirements of a Grammar school of the first grade.”²¹³ The upper department of the Graded School had for a number of years “dispensed (and sometimes to only one individual as a class) Greek, Latin, German and French luxuries, but only a few, a very few, . . . seemed to relish these varieties of intellectual good.”²¹⁴ The change now introduced necessitated a rearrangement of the schedule of studies, and with this reorganization, which made the course one of “nine years below the high school,”²¹⁵ the Plainville High School ceased to exist.

One of the prevailing opinions in Plainville at the time the high school was done away with was that pupils ready for advanced instruction could be educated at less expense, if sent to nearby city schools.²¹⁶ So, for the last twenty-seven years the graduates of the Plainville Grammar School have sought high school instruction in Bristol, Hartford, and New Britain. After this long period without a high school Plainville has just completed a splendid new high school building at a cost of two hundred thousand dollars.²¹⁷

NEW MILFORD

The largest town in the state of Connecticut, in respect to area, is New Milford. It is roughly fifteen by eight miles. “Its river and two ranges of high hills constitute a difficult school consolidation problem.”²¹⁸ The interests of the town are “predominantly agricultural, milk and tobacco.”²¹⁹ The population is still made up largely of native-born American stock.

For school purposes New Milford was in 1893 divided into

districts. District No. 1, Center, included "higher departments" in which the average attendance was good, though not large.²²⁰ In 1896 the town was in its "second year of consolidation" and the board of visitors was sanguine that this status had proved "satisfactory to the town and a benefit to the schools."²²¹ Greatly increased usefulness was predicted of the Center School by the consolidation of the Center and Prospect Hill Districts. "School No. 1, Center" now included four departments.²²²

During the 1896-1897 year several changes had been effected with resultant strengthening of the efficiency of the Center School. The schoolhouse had been enlarged by the addition of two rooms, making a total now of six rooms. "The introduction of a thorough graded system had been made possible by this extension of accommodations."²²³ Because of crowded conditions in the lower rooms the Board had deemed it advisable to fit up another room. "Under the new condition of things it was found possible to devote more time to those who were to take advanced studies."²²⁴ Accordingly, in the fall of 1897 a high school course had been systematized and for the first time in New Milford a good opportunity was offered those children who desired it to continue their studies beyond the elementary branches.²²⁵ It was hoped that the young people of the town would show their appreciation of the efforts of the committee "in introducing this high school course" by availing themselves of its advantages. By the changes of the year the Center School was organized in six grades, with F. S. Hoyt as principal. "Diplomas were granted to a class of eleven who graduated with honors from the study of the common branches."²²⁶

"Owing to the constantly increasing numbers of small children in the lower grades" at the Center School it was found necessary in 1898 to furnish a vacant room and "to add a new grade to the school."²²⁷ Principal Hoyt was now in charge of a seventh grade.

The opening of the twentieth century found New Milford in the stride of gratifying educational progress. So far as possible in making changes of teachers preference was being given to those who had been trained in normal schools.²²⁸ "The civilized world is awake now, as never before," wrote the acting visitor, "to the needs of better public education—an education which shall not merely teach the common branches, but shall

also lead to right living and good citizenship." ²²⁹ It was noted with pleasure in the *Annual Report* for 1900 that more and more pupils from all quarters of New Milford were each year "availing themselves of the educational privileges of the Center High School, which are free to every resident of the town." ²³⁰ A new principal was in charge of the Center School, Mr. Dana C. Wells, and the highest grade was now "number eight." ²³¹ The assertion made in 1901 was that "every child in New Milford, who cares to make the effort, can now obtain a thoroughly satisfactory High School education here at home and without cost." ²³² This year Mr. E. L. Robinson was principal. In 1902 the need for more room at the Center School "to accommodate the constantly increasing school population" had again become urgent. ²³³

Mr. John Pettibone assumed the principalship of the Center School in 1902. Of the situation which then confronted him, Mr. Pettibone writes: "I found a high school department of two classes, forty students, who were to receive all of their instruction from me. The traditions were all for the classical type of education, so we offered two years of English, of Latin, and of History; one of German, of Algebra, of Geometry, and of Book-keeping. Within a few weeks some students crept in and asked for more advanced work, so I provided another year of English, Latin, and Mathematics. The recitation periods . . . were twenty minutes in length, but the students were in earnest, so that in the languages, mathematics, and history, we did rather more and decidedly better work than is commonly done to-day under modern conditions." ²³⁴

In 1903 an addition to the Center schoolhouse provided a larger room for high school purposes. Mr. Pettibone was given the superintendence of the town schools and another teacher was appointed for the high school. "This made it possible to add another year of German, one of Biology, one of Physics, and one of Commercial Arithmetic. Most of the graduates of the two-year course in 1903 came back for another year, and two or three actually completed a four-year course which carried them into college directly." ²³⁵ While at first, for reasons of economy, but one new room had been opened at the Center School in September, 1903, in the spring term, 1904, when nearly five hundred pupils registered, it was found necessary to make use of another

room.²³⁶ The high school room for the 1903-1904 year showed a large increase in attendance over previous years.²³⁷ Thirty-two of its membership of sixty came from outside the Center district.²³⁸

The high school department grew steadily stronger from year to year, notwithstanding the fact that at the outset "there was an insistent sentiment that secondary education was not a public affair, but that it should be paid for by the parents who wanted it enough to send their children away to private schools."²³⁹ The strong features of the high school course were very judiciously fostered and the institution justified itself in several ways. In 1904-1905 the high school earned \$180 in tuition of students from other towns.²⁴⁰

"By this time it was possible to crystallize some theories for local application. For the high school the problem was plainly to provide some more worth-while work for upper classes and to convince the townspeople that it was a worthy institution to support and to make use of for their children. It was necessary to develop the rural schools as feeders, for in that first year there was only one high school student from outside of the Center district. The rural schools were so poor that it was necessary from the first to use the utmost care and sympathy in orienting the freshmen, and this has continued to be a distinct factor in building up the school."²⁴¹

The high school in 1905 registered 70 pupils, of whom 38 were from outside of the Center district and represented all but two of the 15 other districts.²⁴² The largest class in the history of the school, numbering 22, was graduated in June, 1905.²⁴³ "By 1905 a third teacher was needed, the enrollment requiring another room, and the situation now warranted a formal four-year course."²⁴⁴ "This was put into operation at practically the same expense as required for the two-year course."²⁴⁵

In 1906 instruction at the high school was given to 85 students, the enrollment having more than doubled in four years. "In June another record-breaking class, numbering 30, was graduated from the two-year course and the first four-year diplomas were given."²⁴⁶ The school, while not primarily aiming to fit students for college, had been quite successful, however, in doing that.²⁴⁷ Out-of-town pupils brought the earnings of the school from tuition fees to \$270.²⁴⁸

An outline course of study was this year finally introduced into the whole town school system.²⁴⁹ Classification was now made possible in all the rural schools, with the Center School as a model and goal. In 1907 the high school taught 86 pupils, earning \$330 in tuition of students from without the town.²⁵⁰ The classes graduating in June numbered 4 from the four-year and 23 from the two-year courses.²⁵¹ Upon recommendation of the State Inspector of High Schools a science laboratory was fitted up.²⁵²

By 1908 registration in the New Milford High School had passed the one hundred mark.²⁵³ Moreover, an entering class of 48 was assured.²⁵⁴ Tuition charges to students from neighboring towns brought in more than \$400.²⁵⁵ This earning capacity helped much in retaining favor for the institution.

In 1910 another teacher was added to the high school staff. This increase in the teaching force made possible the organization of "the commercial department, offering Stenography, Typewriting, second-year Bookkeeping, and Office Practice."²⁵⁶ The new high school building erected in 1911 relieved the congestion which had necessitated the "double-session" plan the previous year, and caused the registration to jump.

The superintendent's report for 1911 made note of the attention paid throughout the country to vocational education in the high schools. "Much discussion and some experiments" had resulted from "this attempt to discover whether high schools can and ought to prepare students more definitely for their future work."²⁵⁷ A careful watch had been kept of this movement "to learn whether anything was being discovered which we could use in making our high school of more practical benefit to the community."²⁵⁸ A study of the occupations chosen by the New Milford High School graduates of the decade from 1901 to 1911 showed that 35 per cent became clerks or entered other commercial positions; 18 per cent became teachers or attended normal school; 12 per cent went to college; 10 per cent remained at home; 9 per cent followed farming; 6 per cent engaged in manufacturing work; and 10 per cent were unclassified.²⁵⁹ The introduction of the commercial course in 1910, as noted above, met the needs of the first group. A course preparatory for normal school or teaching, which included actual practice teaching, with the studies which bore directly on that work, was thought

TABLE XXXVII

NEW MILFORD HIGH SCHOOL: COURSES OF STUDY, 1927

AGRICULTURE	Four years of English, four of home project work, four of classroom study allied to the project, one each of Mathematics, European History, Chemistry, and Physics.
CLASSICAL	Four years each of the customary college entrance English, Latin, Mathematics; three of French, History, and Science. The selection in each year depends upon the requirements of the institution in view.
COMMERCIAL	Four years of English; two of Bookkeeping, Stenography, and Typewriting; one of Commercial Arithmetic. Girls in this course are required to take one year of home economics and the related science, and one year of mathematics. The rest is free elective.
GENERAL	Four years of English, one major sequence of four years, two sequences of three years, and two free electives.

AGRICULTURE

English	English	English	English
Project	Project	Project	Project
Agriculture	Agriculture	Agriculture	Agriculture
Mathematics	Eur. Hist.	Chemistry	Physics

CLASSICAL

English	English	English	English
Latin	Latin	Latin	Latin
Algebra	Algebra	Geometry	S. G. & Trig.
Anct. Hist.	Eur. Hist.	U. S. Hist.	Prob. Democ.
	French	French	French
	Biology	Chemistry	Physics

COMMERCIAL

English	English	English	English
Mathematics	Bookkeep.	Book. & O. P.	Comm. Arith.
Science Gen.	Biology	Sten. & Type	Stenography
Home Econ. or	Home Econ.	Chemistry	Typewriting
Anct. Hist.	French	Home Econ.	
	Eur. Hist.	U. S. Hist.	
		French	

GENERAL

English	English	English	English
Algebra	Three electives as shown in these columns above, chosen according to the concentration requirements.		
Science			
Anct. Hist. or			
Home Econ.			

to be unique among high school courses of the state.²⁶⁰ It provided for the 18 per cent group. College preparatory work had carried 15 of the New Milford students the preceding year into higher institutions of learning.²⁶¹ "By these courses we are giving direct vocational education to 65 per cent of our students."²⁶² The general course was the best which could be advanced as preparing for varied lines of manufacturing or for other employments not classified. For those girls who remained at home and for the youths who returned to farming no specific provision had been made by 1911, but very shortly the needs of both these groups were looked to in the introduction of home economics classes and the agricultural course, so that to-day the New Milford High School very neatly and very completely supplies the various wants of its students. The agricultural instruction originated in 1915, resulting in a full-time instructor and a definite departmental organization from 1917 on.²⁶³ Classes in home economics were initiated in 1917 for the girls, and that department was organized in 1919.²⁶⁴

Table XXXVII gives the 1927 curricula of the New Milford High School.²⁶⁵

The most interesting course of development of the New Milford High School has been followed from 1893 to 1927. New Milford is a small present-day center of high school activity in Connecticut, this town regularly furnishing high school instruction for the four neighboring towns of Bridgewater, Kent, Roxbury, and Washington. When it is considered that the population of New Milford was increased from 1900 to 1910 by only 206 inhabitants—from 4,804 to 5,010—and had actually dropped in 1920 to below the 1900 census—4,781 as against 4,804—the steady, vigorous, and healthy growth of the High School is all the more noteworthy.

SUMMARY

First a summary survey of high school instruction in all the towns of the state which in 1866 and 1867 reported anything approaching such provisions has been set forth in this chapter. Then the emergence of the high school in Meriden (1864 to 1883), of the Rockville High School in Vernon (1867 to 1884), of high school instruction in Plainville (1874 to 1900), and of the New Milford High School (1893 to 1927), respectively, has

been portrayed in considerable detail. The high school idea during the twenty-seven years after Henry Barnard launched it in specific form in Connecticut gained for itself an acceptance in practically all the large centers of population in the state. The new notion continued in the subsequent thirty-five years to spread and take root even more rapidly. Enough evidence has been adduced in the preceding pages, however, to make it clear that the plan of advanced instruction for small numbers of the older boys and girls did not prevail in the communities discussed without having first in every instance to cope with a prolonged period of opposition. In the entire span of sixty-two years, from 1838 to the beginning of the twentieth century, Connecticut averaged slightly better than one new high school opened annually. It would be manifestly impossible within the limits of one modest volume to present a protracted portrayal of the maturing of all these sixty-odd higher institutions. Hence, for the stretch from 1865 to the present, attention has been focused upon four noteworthy examples. Lack of space, though not of available material, forbids further discussion of high school development in Connecticut.

CHAPTER IX

RETROSPECT AND A VIEW TO THE FUTURE

The course of the emergence of the high school in Connecticut, it is clear in retrospect, was a gradual, logical one. Viewed with reference to legal requirement of schools for advanced instruction, the Colonial period and the first twenty-two years of the new Republican era, from 1650 to 1798, were marked by mandatory educational institutions of the Latin grammar school type, one to be established in each of the four largest centers in the state, the head towns of the counties, in Hartford, New Haven, Fairfield, and New London. Schools of this sort were actually opened in the prominent localities even before first legal mention of them in 1650. They were set up, but through some periods were but intermittently maintained. Gradually, however, the grammar schools in the four county towns became firmly rooted. They were sustained not only by grants of money from the town treasuries and tuition fees but also by legacies and gifts. In the single instance of the Hartford Grammar School, the original institution set up in 1638 has, through several major changes in its relation to the town and in its essential character, maintained itself to the present day (1927), existing now as a part of the classical department of the Hartford Public High School. Of the other grammar schools, that in New Haven continues to-day as an institution quite separate from the public school system. The Bartlett Grammar School of New London, after a period of decadence when in competition during the early Federal period with private academies backed by wealthy and influential families, was revived for a span of years in 1852 as the Bartlett High School for boys, but by a stroke of the pen in 1873 it was abolished in favor of an endowed school which now supplies high school instruction free to the children of the town. The career of the Fairfield Grammar School has not been so clearly traced.

Three powerful factors acting in conjunction operated to check

high school development in Connecticut. These were the district system, which originated in the legal enactment of 1766; the appropriation of the proceeds of the sale of the Western Reserve lands, in 1795, for the support of the public schools; and the enactments of 1798 and 1799, by which the towns and ecclesiastical societies were relieved of the legal necessity of maintaining a school for higher instruction and, instead, the matter of establishing a "school of higher order" was made optional with the school societies. Under the suggestion of the law of 1766 it almost immediately became the practice for towns to vote to divide into districts. The evil effects of division were more firmly fastened upon Connecticut by the further provisions of the legislation of 1794 by which the districts were empowered to levy and collect a tax for a schoolhouse. There is considerable evidence that the setting up of a goodly public School Fund, contrary to what might naturally be expected, put off for at least a generation throughout the state any effective measures for improving the character of the district schools as they existed and, as a corollary, acted to postpone the introduction of advanced studies. The law of 1799, initiating the "permissive policy" in the matter of setting up and maintaining a school of a higher order, completed the conditions which explain the course of development of the high school in Connecticut.

Following the Latin grammar schools, the institution generally referred to as the academy came into prominence and flourished; while the older type of higher school decayed, or by virtually changing into the character of an academical school prolonged its lease of life, in individual instances. The academies were particularly strongly intrenched in Connecticut during the decade 1830 to 1840, and they, too, acted and continued later to act in the several communities of the state as powerful deterrents to the spread and development of public high schools.

To such men as the Reverend Thomas H. Gallaudet and Henry Barnard, Connecticut was indebted for the first active and vigorous efforts to improve the common schools. Although the movement for better public schools dated back to 1825, not a great deal of lasting improvement resulted until Henry Barnard in 1837 dedicated himself to the cause. The first widespread acceptance of the public high school idea in various centers of Connecticut dates from one of the earliest speeches made by

Barnard after his appointment as Secretary of the Board of Commissioners of Common Schools. This was his Independence Day address of 1838 on the moral and educational needs of cities, setting forth among other things a definite plan of gradation of schools into primaries for children four to eight years old, intermediates for those eight to twelve, and high schools for boys and girls from twelve to sixteen. This lecture, repeated at school conventions and on other occasions in the larger cities, clearly touched off the movement for public high schools in various cities of the state. High Schools had received earlier mention, even as far back as 1826 in Bridgeport and 1828 in North Glastenbury, but there is no evidence to prove that these were permanent institutions. The institution most fully organized from its foundation date was the Hartford Public High School, with which the old Hartford Grammar School, after having passed through an academical stage of existence, merged in 1847. Middletown has been credited with having established the first public high school in Connecticut, in 1840, and, indeed, the Middletown City High School in its boys' department contained the first vigorous germs of permanent high school development in the state. The same may be said of the other early high schools such as have been described in the foregoing chapters.

Under the "local option" situation affecting provision of high school instruction in Connecticut towns, high school studies were introduced into the district schools and separate high school departments came into existence at random over the State as interest was aroused by the friends of education and need for such advanced education was publicly felt in individual localities. In not a few cases, the actual establishment of a high school, really constituting extra grades for advanced pupils at the upper end of the educational system, was forced by overcrowded lower grades. In 1904 the United States Commissioner of Education reported high schools in 74 towns of Connecticut.¹ Of the 77 high schools, 49 only offered a four-year course of study. One offered a five-year course; from one to three years was the range in the remaining 26 institutions. There appear on the 1925-1926 list approved by the Connecticut State Board of Education² 72 "four-year secondary schools" maintained by 66 of the 169 towns in the state. Six other localities sustain "six-year secondary schools—intermediate school and senior high school."

In Kent a three-year secondary school is maintained; two-year courses are provided in East Haddam, Old Lyme, and Plainville, while Berlin and Newington offer one year each of high school instruction. Eight "endowed and incorporated academies" furnish high school education in six towns, including Norwich, where the Free Academy still exists, and New London, which is served by the Bulkeley School alluded to in an earlier chapter and by two other endowed schools as well. Thirteen junior high schools have been opened in seven localities. Morris supports a "school of higher grade." Thus, statistically, the situation in Connecticut to-day with reference to public provision of high school instruction is fully represented.

The feature which crowns the whole structure of this gradual, logical educational development in Connecticut is the institution called "the high school." In the light of its ancestry and in the face of its present status no one can safely crystallize a definition of this establishment. Simply it represents to-day's answer of the American people to the question, How far shall our children be educated at public expense? Broadly interpreting the whole sweep of facts disclosed by the present investigation, we are irresistibly brought to the conclusion that, the junior high school having gained a firm footing, to-morrow's response will be the junior college. The ominous cloud of the mounting costs of public education will check for a space the advent of the junior college, but more economical forms and practices of municipal administration will be instituted, necessary funds will be released, and the future will witness the widespread acceptance of the junior college in Connecticut, as in other states, and its vogue comparable to that now enjoyed by the high school. The coming of this new institution will but mark the next logical step in the upward extension of the American public school system.

REFERENCE NOTES

CHAPTER I

¹ Address of the Connecticut board of commissioners of common schools; with the report of the joint select committee to the legislature, general assembly, May session, 1838, p. 12.

² Remarks on the history and present condition of the law relating to schools. *In* Appendix to the report of the board, Connecticut common school journal, Vol. III, No. 14, p. 225, July 1, 1841.

³ The code of 1650, being a compilation of the earliest laws and orders of the general court of Connecticut, also the constitution, or civil compact entered into and adopted by the towns of Windsor, Hartford, and Wethersfield in 1638-1639, Schools, pp. 92-4, Silas Andrus, Hartford, 1822. ⁴ *Ibid.*

⁵ *Ibid.*

⁶ *Ibid.*

⁷ Legislative history of common schools. *In* Connecticut common school journal, Vol. III, No. 14, p. 225, July 1, 1841.

⁸ *Ibid.*

⁹ *Ibid.*

¹⁰ *Ibid.*

¹¹ *Ibid.*

¹² *Ibid.*

¹³ *Vide infra*, p. 9.

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ *Ibid.*

¹⁷ *Ibid.*

¹⁸ Acts and laws of his Majesty's English colony of Connecticut in New England in America, New London, printed and sold by Timothy Green, printer to the governour, and company of the aforesaid colony, p. 212, 1750.

¹⁹ *Ibid.*

²⁰ *Ibid.*

²¹ *Loc. cit.*

²² Acts and laws of the state of Connecticut in America, M,DCC,XCVI, p. 375, Hudson and Goodwin, Hartford.

²³ An act appropriating the monies which shall arise on the sale of the Western lands belonging to this state. Passed May, 1795. 4 pages. Original manuscript in Connecticut state library, Hartford.

²⁴ Report of the superintendent of common schools to the general assembly, May session, 1856, p. 87.

²⁵ Johnston, Alexander. Connecticut: a study of a commonwealth-democracy, p. 60, 1887.

²⁶ *Ibid.*, p. 236.

²⁷ Acts and laws passed by the general court or assembly of his Majesty's English colony of Connecticut in New England in America, p. 231, 1769.

²⁸ *Ibid.*

²⁹ *Ibid.*, pp. 231-32.

³⁰ *Ibid.*

³¹ Acts and laws of the state of Connecticut in America, M,DCC,XCVI, pp. 32-33, Hudson and Goodwin, Hartford.

³² Report of the superintendent of common schools, to the general assembly, May session, 1857, p. 27.

³³ *Ibid.*

³⁴ Acts and laws of the state of Connecticut in America, 1805, pp. 504-5, par. 9, Hudson and Goodwin, Hartford.

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³⁴ Glastenbury for two hundred years, p. 118, 1853.

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⁴⁴ Acts and laws of the state of Connecticut in America, p. 502, Hudson and Goodwin, Hartford, 1805; The public statute law of the state of Connecticut, respecting common schools, p. 3, Hartford, 1841; Public acts relating to common schools, in force in the state of Connecticut, 1843, p. 6, Hartford; Public acts . . . in force 1846, New Haven, p. 3.

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⁴⁸ *Ibid.*, p. 381. (Italics mine.)

⁴⁹ *Ibid.*

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⁸⁵ Report of the superintendent of common schools to the general assembly, May session, 1853, p. 155.

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³¹ The Connecticut courant, Vol. LXVI, No. 3402, Hartford, April 6, 1830.

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³⁴ The Connecticut courant, Vol. LXXIII, No. 3768, Hartford, April 8, 1837; Vol. LXXIV, No. 3820, April 7, 1838; Vol. LXXV, No. 3904, November 14, 1839; Connecticut common school journal, Vol. IV, No. 15, p. 194, Hartford, September, 1842.

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⁵⁸ The Connecticut courant, Vol. LXXII, No. 3747, Hartford, November 13, 1836.

⁵⁹ The Connecticut courant, Vol. LXVII, No. 3459, Hartford, May 10, 1831.

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⁶⁶ *Ibid.*

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- ⁸¹ The Connecticut courant, Vol. LXIX, No. 3559, Hartford, April 9, 1833.
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- ⁸³ The Connecticut courant, Vol. LXIX, No. 3588, Hartford, October 28, 1833.
- ⁸⁴ *Ibid.*
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- ⁸⁶ The Connecticut courant, Vol. LXX, No. 3612, Hartford, April 14, 1834.
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- ⁹² The Connecticut courant, Vol. LXXIII, No. 3788, Hartford, August 26, 1837.
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- ¹⁰⁸ *Ibid.*
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¹²⁵ The Connecticut courant, Vol. LXXIII, No. 3769, Hartford, April 15, 1837.
¹²⁶ The Connecticut courant, Vol. LXXIV, No. 3823, Hartford, April 28, 1838.
¹²⁷ The Connecticut courant, Vol. LXXV, No. 3890, Hartford, August 10, 1839.
¹²⁸ The Connecticut courant, Vol. LXXV, No. 3904, Hartford, November 14, 1839.
¹²⁹ Smith, Hon. Ralph D. The history of Guilford, Connecticut, from its first settlement in 1639 (from manuscripts of the author), Albany, 1877, p. 82.
¹³⁰ *Ibid.* ¹³¹ *Ibid.* ¹³² *Ibid.* ¹³³ *Ibid.*
¹³⁴ *Vide supra*, p. 37. ¹³⁵ *Vide supra*, p. 35.
¹³⁶ The Connecticut courant, Vol. LXXII, No. 3707, Hartford, February 8, 1836.
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³ Resolve incorporating the grammar school in the town of Hartford, May, 1798. Original manuscript in custody of Connecticut State Library, Hartford.
⁴ *Ibid.* ⁵ *Ibid.*
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⁸ The Connecticut courant, Vol. LV, No. 2842, Hartford, July 13, 1819.
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¹⁰ Seymour, Professor N. P., LL.D. Letter quoted in Barnard, The Old Hartford grammar school, p. 218.
¹¹ Barnard, Henry. The old Hartford grammar school, pp. 199-200.
¹² McCracken, J. Hopkins, Scholiad—a poetical history of the Hartford grammar school; *In* Stand, semi-occasional serial edited by the young Hartford Wits.
¹³ Catalogue of the Hartford public high school, 1925, p. 60.
¹⁴ Green's Connecticut register and United States calendar for the year of our Lord 1819, p. 119; do., 1820, p. 121; do., 1821, p. 93.
¹⁵ Barnard, *loc. cit.*, p. 200.
¹⁶ Catalogue of the Hartford public high school, 1925, p. 60.
¹⁷ *Ibid.* ¹⁸ *Ibid.* ¹⁹ *Ibid.*
²⁰ Barnard, The old Hartford grammar school, p. 223.
²¹ Green, Samuel. The Connecticut annual register . . . for the year of our Lord 1829, pp. 129-30.
²² Chapin, Reverend A. L., D.D., president of Beloit college, Janesville, Wisconsin. In a letter written in 1870 for Barnard's account, where it is quoted, p. 216. President Chapin entered the Hartford Grammar School in 1826 at the age of ten. At that time Henry Barnard, who was destined to be Connecticut's first secretary of the board of commissioners of common schools, Rhode Island's first state superintendent of schools, and the first national commissioner of education, was a senior scholar in the school, and Chapin was lost in admiration for Barnard's glorious prowess on the football field. Another schoolmate at the Grammar School was Jonathan Brace, who became principal of the Hartford Female Seminary.
²³ Triennial catalogue of the Hartford public high school, 1900, pp. 78-79.
²⁴ *Ibid.*
²⁵ Catalogue of the Hartford public high school, 1925, pp. 59-60.

²⁶ Quoted by Barnard, p. 207.

²⁷ *Loc. cit.*, p. 209.

²⁸ *Ibid.*

²⁹ *Ibid.*, p. 201.

³⁰ *Ibid.*

³¹ Catalogue of the Hartford public high school, 1925, p. 60.

³² Barnard, Henry. The old Hartford grammar school, p. 201; and Triennial catalogue of the Hartford public high school, 1900, p. 79.

³³ The Connecticut courant, Vol. LXVI, No. 3394, p. 3, col. 6, Hartford, February 9, 1830.

³⁴ The Connecticut courant, Vol. LXVI, No. 3394, p. 3, col. 6, Hartford, February 9, 1830.

³⁵ Letter quoted by Barnard, pp. 217-18.

³⁶ Letter quoted by Barnard, pp. 218-21.

³⁷ Barnard, *loc. cit.*, p. 202.

³⁸ The Connecticut courant, Vol. LXVIII, No. 3528, Hartford, September 4, 1832.

³⁹ Connecticut common school journal, Vol. II, No. 7, p. 116, Hartford, January 15, 1840.

⁴⁰ The Connecticut courant, Vol. LXVIII, No. 3534, Hartford, October 16, 1832.

⁴¹ Barnard, Henry. The old Hartford grammar school, p. 202.

⁴² President Chapin's letter, quoted by Barnard, p. 217.

⁴³ *Ibid.*, pp. 217-18.

⁴⁴ The Connecticut courant, Vol. LXIX, No. 3579, Hartford, August 26, 1833.

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⁵⁴ The Connecticut courant, Vol. LXXII, No. 3743, Hartford, October 17, 1836.

⁵⁵ The Connecticut courant, Vol. LXXIII, No. 3788, Hartford, August 26, 1837.

⁵⁶ *Ibid.*

⁵⁷ *Ibid.*

⁵⁸ *Ibid.*

⁵⁹ *Ibid.*

⁶⁰ The Connecticut courant, Vol. LXXV, No. 3894, Hartford, September 7, 1839.

⁶¹ *Ibid.*

⁶² Connecticut common school journal, Vol. II, No. 3, p. 52, Hartford, October, 1839.

⁶³ Steiner, Bernard C. Life of Henry Barnard, p. 44.

⁶⁴ *Ibid.*

⁶⁵ The Connecticut courant, Vol. LXXV, No. 3894, Hartford, September 7, 1839.

⁶⁶ Connecticut common school journal, Vol. II, No. 3, p. 52, Hartford, October, 1839.

⁶⁷ *Vide* Exhibit of textbooks and courses of study, c. 1789 to the present, p. 5 (by the author).

⁶⁸ Connecticut common school journal, Vol. II, No. 3, p. 52, Hartford, October, 1839.

⁶⁹ Steiner, Bernard C. Life of Henry Barnard, p. 44.

⁷⁰ Connecticut common school journal, Vol. II, No. 4, p. 65, Hartford, November, 1839.

⁷¹ *Vide supra*, p. 39.

CHAPTER V

¹ Steiner, Bernard C. Life of Henry Barnard, p. 28.

² Barnard, Henry. Contributions to the history of the public high school of Hartford, in a letter to the principal. P. 228, in Barnard, The old Hartford grammar school.

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⁴ *Ibid.*

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⁸ Steiner, Bernard C. Life of Henry Barnard, p. 24.

⁹ Connecticut common school journal, Vol. I, No. 1, p. 6, Hartford, August, 1838.

- ¹⁰ Contributions to the history of the public high school in Hartford, p. 230.
- ¹¹ *Ibid.*, p. 231.
- ¹² Catalogue of the Hartford public high school, for the year ending April 30, 1858, p. 22.
- ¹³ Contributions to the history of the public high school in Hartford, pp. 233, 228.
- ¹⁴ Connecticut common school journal, Vol. I, No. 11, p. 121, Hartford, April 1, 1839.
- ¹⁵ Connecticut common school journal, Vol. I, No. 3, October, 1838.
- ¹⁶ Connecticut common school journal, Vol. II, No. 4, p. 66, Hartford, November, 1839.
- ¹⁷ Barnard, *op. cit.*, p. 237.
- ¹⁸ Triennial catalogue of the Hartford public high school (1638), p. 15, 1900.
- ¹⁹ Barnard, *op. cit.*, p. 238.
- ²⁰ *Vide supra*, p. 54.
- ²¹ *Vide supra*, pp. 55-56.
- ²² An examination of the Resolve incorporating the grammar school makes clear that, in point of fact, the school was being conducted quite within its corporate rights.
- ²³ Quoted by Steiner, Bernard C. Life of Henry Barnard, p. 49.
- ²⁴ From 1801 to 1826 the Grammar School was conducted in the small law office which had previously been occupied by Thomas Y. Seymour. The room was lengthened and fitted out with desks and seats accommodating about thirty pupils. Rev. Leonard Bacon, who became a pupil of the H. G. S. in the fall of 1812 entered "with some thirty schoolmates"; he states that "the attendance was at all times about thirty." In 1826 the school opened in a new building "provided with four schoolrooms." Here there were "accommodations for a hundred boys." Numbers fell off soon, however, and there was at least one room "now unoccupied" ready for the teachers' institute class of 1839.
- ²⁵ Barnard, Henry. Contributions to the history of the public high school of Hartford, in a letter to the principal, pp. 238-39.
- ²⁶ *Ibid.*
- ²⁷ *Vide* Connecticut common school journal, Vol. IV, No. 1, pp. 5-13 incl., Hartford, December 1, 1841.
- ²⁸ Catalogue of the Hartford public high school, for the year ending April 30, 1858.
- ²⁹ *Ibid.*
- ³⁰ Barnard, Henry. Contributions to the history . . . , p. 240.
- ³¹ Connecticut common school journal, Vol. IV, No. 1, pp. 14-18 incl., Hartford, December 1, 1841.
- ³² Annual report of the board of school-visitors, of the first school society of Hartford, for 1840-1841.
- ³³ *Ibid.*
- ³⁴ *Ibid.*
- ³⁵ Report of the subcommittee of the board of school visitors, of the first school society of Hartford, 1841.
- ³⁶ "In the rear . . . a small pen of low ground, submerged . . . in water. . . . On the right . . . a blacksmith's shop . . . whose chimnies . . . discharging a thick cloud of smoke from . . . bituminous coal, are just upon a level with the windows . . . which . . . receive the black sirocco . . . from the chimney tops. . . . You find it filled with children . . . from the cellar below to the attic above . . . four to six hundred. . . . In summer . . . the rooms are ventilated with smoke. . . . the children . . . as if . . . sent into a huge bottle, of the same contents, and corked in . . . expiring carbonic acid from their lungs, at every breath, and from every pore . . . the air becomes thoroughly mixed with this deadly gas, the same that is found at the bottom of wells and other like receptacles . . . the dull eyes of the poor children, a yawn of stupefaction . . . a head dropped in sleep . . . the poison is taking effect!"
- ³⁷ *Vide supra*, p. 68.
- ³⁸ Catalogue of the Hartford public high school, for . . . 1858.
- ³⁹ Contributions to the history of the public high school of Hartford, p. 240.
- ⁴⁰ Cleveland, Governor's speech to the general assembly, 1842.
- ⁴¹ Report of the committee on education. In Connecticut common school journal, Vol. IV, No. 15, p. 197, Hartford, September 1, 1842.

⁴³ *Ibid.*⁴⁵ *Ibid.*⁴⁷ *Ibid.*⁴⁶ *Ibid.*⁴⁸ *Ibid.*⁴⁹ *Ibid.*⁵⁰ *Ibid.*

⁴⁹ The public statute laws of the state of Connecticut, respecting common schools . . . 1841, p. 11.

⁵⁰ Public acts relating to common schools, in force in the state of Connecticut, 1843, p. 25.

⁵¹ Barnard, Henry. Contributions to the history of the public high school of Hartford, p. 242.

⁵² *Ibid.*⁵³ *Ibid.*⁵⁴ *Ibid.*

⁵³ Extract from school visitors' report. In Annual report of the superintendent of common schools of Connecticut, to the general assembly, May session, 1846, p. 22, Appendix.

⁵⁴ *Vide supra*, p. 116.

⁵⁵ Fifth annual report of the superintendent of common schools of Connecticut, to the general assembly, May session, 1850, Appendix L. Prize essay for the improvement of common schools in Connecticut, pp. 1-19; especially division "Fifth," pp. 12-14.

⁵⁶ Barnard, Henry. Contributions to the history of the public high school of Hartford, pp. 244-45.

⁵⁷ Hartford public high school, 1870-1871 (Catalogue), pp. 6-7.⁵⁸ Barnard, *op. cit.*, p. 246.⁵⁹ Hartford public high school, 1870-1871 (Catalogue), p. 7.

⁶⁰ Catalogue of the Hartford public high school, for the year ending April 30, 1858.

⁶¹ Hartford public high school, 1870-1871 (Catalogue), p. 7.⁶² *Ibid.*⁶³ *Ibid.*

⁶⁴ Catalogue of the Hartford public high school, for the year ending April 30, 1858.

⁶⁵ Hartford public high school, 1870-1871 (Catalogue), p. 7.⁶⁶ Triennial catalogue of the Hartford public high school, 1891, p. 15.⁶⁷ Triennial catalogue of the Hartford public high school, 1900, p. 18.⁶⁸ Hartford public high school, 1870-1871, p. 8.⁶⁹ *Ibid.*⁷⁰ Barnard, Contributions, p. 247.⁷¹ Rules and regulations . . . Hartford . . . 1848.⁷² *Ibid.*

⁷³ Barnard, Henry. Contributions to the history of the public high school of Hartford, pp. 251-52.

⁷⁴ Hartford public high school, 1870-1871 (Catalogue), p. 8.⁷⁵ Report of the board of school visitors . . . Hartford, 1851, p. 8.⁷⁶ Manuscript Hartford public high school register, 1847-1877, p. 1.⁷⁷ *Ibid.*⁷⁸ *Ibid.*⁷⁹ *Ibid.*

⁸⁰ Rules and regulations of the public high school, Hartford, Conn. . . . 1848.

⁸¹ *Ibid.*⁸² *Ibid.*⁸³ *Ibid.*⁸⁴ *Ibid.*

⁸⁵ Catalogue of the Hartford public high school (1638), p. 18, 1925.

⁸⁶ Biennial catalogue of the Hartford public high school, 1876-1877, p. 23.⁸⁷ Hartford public high school, 1870-1871 (Catalogue), p. 8.⁸⁸ *Ibid.*⁸⁹ *Ibid.*⁹⁰ *Ibid.*

⁹¹ Biennial catalogue of the Hartford public high school, 1876-1877, p. 23.

⁹² *Ibid.*⁹³ Hartford public high school, 1870-1871 (Catalogue), pp. 9, 40.⁹⁴ Triennial catalogue of the Hartford public high school, 1891, p. 16.⁹⁵ Catalogue of the Hartford public high school, 1925, p. 71.⁹⁶ *Ibid.*

⁹⁷ Rules and regulations of the board of visitors for the public schools of the first school society of Hartford, 1851.

⁹⁸ *Ibid.*

⁹⁹ Report of the board of school visitors, to the first school society of Hartford, February, 1851, p. 7.

¹⁰⁰ Rules and regulations of the board of visitors for the public schools of the first school society of Hartford, 1851.

¹⁰¹ Catalogue of the Hartford public high school, 1925, p. 18.

¹⁰⁴ Reports of the board of school visitors to the first school society of Hartford for the years 1852 and 1853. Published in accordance with the vote of said society . . . MDCCCLIV., p. 9.

¹⁰⁵ *Ibid.*

¹⁰⁶ *Ibid.*

¹⁰⁷ *Ibid.*

¹⁰⁸ *Ibid.*

¹⁰⁹ Plans and description of the public high schoolhouse, Hartford, Conn. In Fifth annual report of the superintendent of common schools . . . 1850, pp. 24-32, at end of volume.

¹¹⁰ *Ibid.*

¹¹¹ Annual report of the board of school visitors of the Enfield school society, for 1852.

¹¹² Reports of the board of school visitors to the first school society of Hartford for the years 1852 and 1853 . . . MDCCCLIV.

¹¹³ Barnard, Henry. The old Hartford grammar school, p. 203.

¹¹⁴ Catalogue of the Hartford public high school, 1925, opp. p. 8.

¹¹⁵ *Ibid.*, p. 73.

¹¹⁶ Annual report of the school visitors of the town of Hartford, 1858, p. 11.

¹¹⁷ Rules and regulations of the board of visitors for the public schools of the town of Hartford. Adopted March 11, 1858.

¹¹⁸ Catalogue of the Hartford public high school, for the year ending April 30, 1858.

¹¹⁹ *Ibid.*

¹²⁰ Table compiled from manuscript replies of school visitors to circular sent from office of State superintendent of common schools, May 20, 1858; January 1, 1859; June, 1860; June, 1861.

¹²¹ Annual report of the school visitors of the town of Hartford, 1860.

¹²² Catalogue of the Hartford public high school (1638), 1925, pp. 73-74.

¹²³ Annual report of the school visitors of the town of Hartford, 1860; p. 17.

¹²⁴ *Ibid.*, pp. 21-29 incl.

¹²⁵ *Ibid.*, p. 23.

¹²⁶ *Ibid.*

¹²⁷ *Ibid.*

¹²⁸ Hartford public high school (Catalogue), 1870-1871, p. 40.

¹²⁹ Biennial catalogue of the Hartford public high school, 1876-1877, pp. 23-24.

¹³⁰ Annual report of the school visitors of the town of Hartford, 1861, p. 10.

¹³¹ Hartford public high school (Catalogue), 1870-1871, p. 9.

¹³² Annual report of the school visitors of the town of Hartford, 1861, p. 10.

¹³³ Catalogue of the Hartford public high school (1638), 1925, p. 74.

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CHAPTER VI

¹ Report of Merrill Richardson, etc. In Fourth annual report of the superintendent of common schools of Connecticut, to the general assembly, May session, 1849, Appendix F, p. 40.

² Fifth annual report of the superintendent of common schools of Connecticut, to the general assembly, May session, 1850, pp. 25-32.

³ *Ibid.*, p. 25.

⁴ Population of Connecticut, by towns, 1756 to 1920. In State of Connecticut register and manual 1926 . . . pp. 742-47.

⁵ *Ibid.*, p. 745.

⁶ Report of the committee-men of the city school society of Middletown. In Connecticut common school journal, Vol. III, No. 2, p. 28, Hartford, November 15, 1840.

⁷ Connecticut common school journal, Vol. II, No. 4, p. 65, Hartford, November, 1839.

⁸ The Connecticut observer, Vol. 14, No. 43, Whole No. 720, Hartford, October 27, 1838, in editorial column.

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¹¹ Connecticut common school journal, Vol. I, No. 6, p. 63, Hartford, January, 1839.

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¹³ Connecticut common school journal, Vol. I, No. 7, p. 74, Hartford, February, 1839.

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ *Ibid.*

¹⁷ *Ibid.*

¹⁸ First annual report of the board of commissioners of common schools in

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²⁷ Connecticut common school journal, Vol. III, No. 6, p. 75, Hartford, January 15, 1841.

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³² *Ibid.*

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³⁸ *Ibid.*

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⁴¹ *Ibid.*

⁴² *Ibid.*

⁴³ *Ibid.*

⁴⁴ *Ibid.*

⁴⁵ *Ibid.*

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⁴⁷ *Ibid.*

⁴⁸ Annual catalogue of the Middletown city high school, in Middletown, Middlesex Co., Conn., 1850-1851.

⁴⁹ *Ibid.*

⁵⁰ *Ibid.*

⁵¹ *Ibid.*

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⁵⁴ *Ibid.*

⁵⁵ The Connecticut common school journal and annals of education, Hartford, June, 1854, Vol. I, No. 6, pp. 203-204.

⁵⁶ *Ibid.*, p. 204.

⁵⁷ *Ibid.*

⁵⁸ *Ibid.*

⁵⁹ Rules and regulations of the public schools of the city of Middletown: adopted by the board of education. With an address to the citizens. November, 1861, p. 13.

⁶⁰ Annual report of the board of school visitors of the town of Middletown, 1857-1858, pp. 6-7.

⁶¹ *Ibid.*, p. 15.

⁶² Rules and regulations of the public schools of the city of Middletown: adopted by board of education. With address to the citizens. November, 1861.

⁶³ *Ibid.*, p. 5, rule 5. (Italics not in original.)

⁶⁴ *Ibid.*, p. 8, rule 1. (Italics not in original.)

⁶⁵ *Ibid.*

⁶⁶ *Ibid.*, p. 9, rule 5.

⁶⁷ *Ibid.*

⁶⁸ *Ibid.*, p. 10, rule 6.

⁶⁹ *Ibid.*, regulation 7.

⁷⁰ *Ibid.*, regulation 11.

⁷¹ *Ibid.*, p. 17.

⁷² Fourth annual report of the board of education, of the Middletown city school district, 1861, p. 10.

⁷³ *Ibid.*, p. 11.

⁷⁴ Table prepared from manuscript replies, 1858 and 1862, to circulars sent out, by state superintendent.

⁷⁵ Sixth annual report of the board of education of the Middletown city school district, Middletown, Conn., 1863, pp. 6-8.

⁷⁶ The eighth annual report of the Middletown city school district containing the revised rules and regulations, September, 1865.

⁷⁷ The Connecticut courant, Vol. LXXIV, No. 3856, Hartford, December 15, 1838.

⁷⁸ Camp, David N. History of New Britain, with sketches of Farmington and Berlin, Connecticut, 1640-1889, p. 227.

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¹⁴² *Ibid.*

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¹⁶⁰ Annual report of the board of education of the state of Connecticut, presented to the general assembly, May session, 1867, together with the annual report of the secretary of the board, p. 60.

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¹⁶² Fifth annual report . . . board of education . . . union . . . dist., New London, 1873, p. 5.

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¹⁷² *Ibid.*

¹⁷³ The Connecticut common school journal and annals of education, Vol. I, No. 6, p. 203, Hartford, 1853.

¹⁷⁴ *Ibid.*

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²⁰⁰ Annual report of the board of education of the New Haven city school district, for the year ending September, 1857, Appendix A, Mr. Lovell's resignation, p. 18.

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- ³⁰³ First annual report of the board of education, of Bridgeport, Connecticut, for the year ending July 9, 1877, pp. 6, 18.
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- ³¹³ This particular volume is in the possession of the Pequot Library at Southport, Connecticut. It was brought to the attention of the investigator through the courtesy of Miss Edna M. Werrey, librarian of the Pequot Library Association.
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CHAPTER IX

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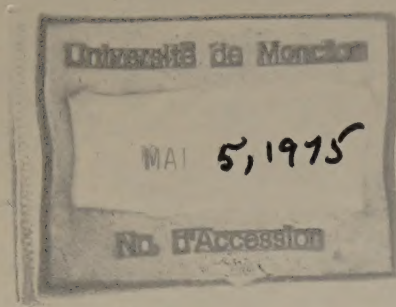
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